

UBEA

Forum

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MAY 1947

UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

Office Standards

• ENDICOTT

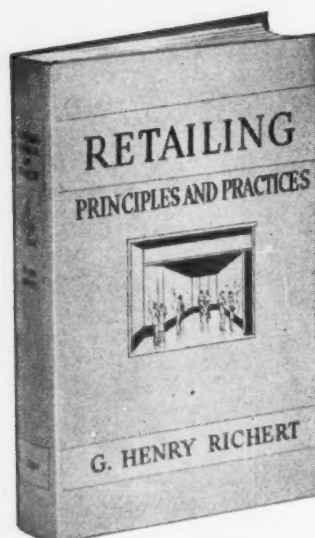
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A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

A New Text for America's Biggest Business



RETAILING Principles and Practices

Second Edition

By G. Henry Richert

*Specialist in Distributive Education
U. S. Office of Education*

Retailing is America's biggest business. Out of the 3,048,000 business establishments in the United States, 1,770,355 are in the retailing field, as shown by the United States census; and one out of every seven gainfully employed persons in the United States is engaged in retailing—all of which adds up to BIG business and a BIG field for training.

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Bring the NEW practices in retailing into your retailing classroom with *Retailing, Principles and Practices*, Second Edition. Investigate this new text now. Write our nearest office.

CHAPTER TITLES

RETAILING Principles and Practices *Second Edition*

- Introduction—Retailing As A Career
- I The Origin and Development of Retailing
- II Channels of Distribution
- III Store Location, Structure, Layout, and Equipment
- IV Store Organization
- V Merchandising
- VI Receiving the Goods—Stock Control
- VII Pricing the Goods—Stock Turnover
- VIII Retail Advertising
- IX Window and Store Display
- X Customers
- XI The Retail Sales Process
- XII Merchandise Study
- XIII Textiles
- XIV Fashion as It Relates to Retailing
- XV Customer Service
- XVI Personnel Management
- XVII Credits and Collections
- XVIII Store Finance and Accounting

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For The Promotion of Better Business Education

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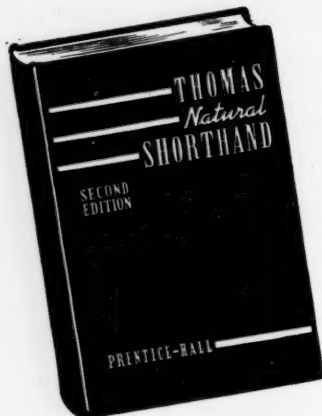
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For further information, write to any of the above schools, or direct to us.



PRENTICE-HALL, INC. 70 FIFTH AVENUE, NEW YORK 11

Cooperation is the keynote to success! There is ample evidence of the growing trend toward more effective cooperation between business and business educators. One such evidence is presenting itself as a result of increased attendance at, and interest in, the Annual Education Nights sponsored by NOMA Chapters. Office managers and business teachers are getting better acquainted with each other's problems through these meetings.

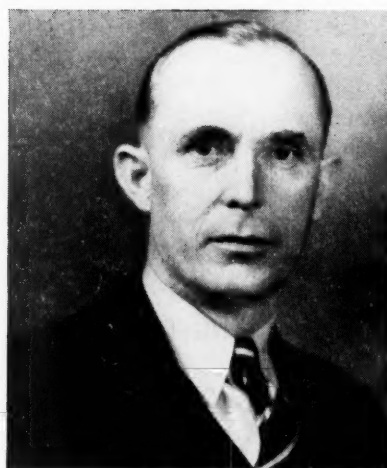
Cooperative effort is also bringing more and more office management personnel into schools to talk to groups of office occupations students relative to their chosen field of work. Thus office management personnel are more and more coming to appreciate the problems of the business teacher through such additional personal contact with teachers. They are also giving first hand suggestions on what is necessary and desirable if office training students are to fulfill the office need in the fullest sense of the word.

Further evidence of cooperation is present when teachers increasingly think in terms of field trips to business offices and when office managers file the name of their office with the educational chairmen of NOMA chapters as an office which readily welcomes visits by school students and their teachers.

These are but a few of the many evidences of cooperation which are becoming more and more the order of the day among office managers and business teachers! Hence it is with real enthusiasm that the UBEA FORUM devotes this issue to *Office Standards and Relations with Business*.

Dr. Harm Harms is the editor of this special issue. He has done an outstanding piece of work in selecting and editing manuscripts having to do with this subject and it is our privilege and pleasure to present to our readers Dr. Harm Harms.

J. FRANK DAME, *Editor*.



Issue Editor
HARM HARMS

Harm Harms is a corn-husker, coming from the state of Nebraska where he received his Bachelor's and Master's Degrees. His Doctor's Degree is from Columbia University.

Dr. Harms is Director of Business Education at Capital University, Columbus, Ohio. He has been elected next year's president of the Ohio Business Teachers Association, is a director of NABTTI, a member of the Lions Club, and is active in NOMA circles as Educational Chairman of Area Seven.

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UNITED SERVICES

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WILLIAM R. BLACKLER, Editor
California Bureau of Business Education
Sacramento, California

VISUAL AIDS FOR MORE EFFECTIVE BUSINESS EDUCATION

Contributed by Harry Q. Packer, State Supervisor of Distributive Education, State Department of Education, Charleston, West Virginia.

A complete, successful and efficient business education program utilizes all possible means for providing up-to-date instruction and in recent years much attention has been directed toward improvement of instruction in general as a means of gaining such efficiency. Of course, instruction may be improved in a variety of specific ways, and one of these devices will be the subject matter of this paper, namely, visual aids.

What Are Visual Aids in Business Education?

Numerous visual aids are available for all subject fields in business education. A large number of these aids are in our own classroom and schools, others may be secured from outside sources at little or no cost and many can easily be prepared by the teacher or the students. The chief requirement for developing a set of visual aids is imagination and a strong desire to do a good job. Teachers of business subjects should start thinking in terms of a visualized curriculum and perhaps an ideal situation would be to have a minimum of one visual aid for each unit of work in the course of study. The most effective visual aid or set of visual aids for a unit of work can, of course, best be determined by the individual instructor. The specific visual aid which should be used will be determined by the nature of the subject, available teaching time, student level, and the accessibility of the aid itself. Following is a partial list of some of the visual aids that may be used in a business education program and rather complete suggestions regarding where or how they may be secured.

- Blackboard and Bulletin Board
- Charts, Graphs, Maps and Diagrams
- Manuals and Posters
- Objects, Specimens and Models
- Training Laboratory
- Flash Cards
- Field Trips
- Pictures and Photographs
- Slides
- Visualcast

- Opaque Projector
- Motion Pictures
- Discussional Filmstrip and Sound Slidefilm Projector

Blackboard and Bulletin Board

Classrooms are usually equipped with blackboards and most of them do have a stationary or portable bulletin board. In case the latter is not available, a home-made one can easily be constructed in the school shop by covering a heavy sheet of cardboard with burlap cloth or by using an ordinary sheet of cork or wallboard.

Charts, Graphs, Maps, and Diagrams

These visual aids may be found in magazines, textbooks, newspapers, journals, and are distributed by manufacturers of office equipment, merchandise and other business concerns located in the community. It is also desirable that the teacher prepare his own material for specific units of work. In many cases the construction of these aids could be an excellent student project. Charts, graphs, maps, and diagrams also may be purchased from reliable commercial dealers. Many of these sources are listed in Pamphlet No. 80, "Sources of Visual Aids and Equipment for Instructional Use in Schools," U. S. Government Printing Office, price—10 cents.

Manuals and Poster

These visual aids readily lend themselves to a student project in commercial geography, office practice, salesmanship and the distributive occupations classes. A large number of manuals and posters are also made available by manufacturers of office equipment and supplies. The local stores in your community are other excellent sources for this type of aid.

Objects, Specimens, and Models

It is valuable to be able to see and even hold the object which is being discussed. However, in many cases it would be even more effective to use a specimen or a model. In stenography, bookkeeping, and the office occupations, it is extremely important to use the actual objects and forms used in local businesses. In many cases these local concerns would be pleased to supply the business education department with such visual aids.

UNITED SERVICES

Training Laboratory

In the salesmanship, office practice and distributive occupations classes this is a must. Many of the modern schools have made specific arrangements for training laboratories for these subjects. However, a large number of our schools do not provide these facilities and it is necessary for the teacher to either construct them with the assistance of students or sell the school shop people on the idea. Here again, local merchants and other business concerns in many communities have been of great help, and have actually contributed generously.

Field Trips

A wealth of information may be gained from carefully planned field trips. Each community offers opportunities for information on most business education subjects. However, to reap the benefit of this type of

visual aid, it is necessary to coordinate the trip with the specific class lesson. A check list to guide the students' thinking would help to make the trip most effective. The check list reproduced here to be used in connection with store trips was developed in a visual aid workshop conducted at the Research Bureau for Retail Training, University of Pittsburgh, during the summer of 1945.

Pictures and Photographs

Every magazine, journal, newspaper and piece of advertising literature is a potential source of pictures for business education classes. After clipping, it is important to develop a filing system that would enable you to find the right picture when desired and if possible, each picture or photograph should be mounted on thin cardboard, cataloged and filed in an appropriate folder.

(Continued on page 37)

Office Standards and Co-operation With Business

HARM HARMS, Editor

Capital University, Columbus, Ohio

NATIONAL COMMITTEE ON STANDARDS

The following group of educators, representing practically every state in the Union and some parts of Canada, have agreed to keep a special lookout for researches and other dependable indices of standards for business education. If you happen to know of a study bearing directly on this area, please contact a member of this committee or refer it directly to the UBEA STANDARDS EDITOR (Harm Harms, Capital University, Columbus 9, Ohio). Full recognition will be given for all contributions.

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THELMA M. POTTER, Editor
 Teachers College, Columbia University
 525 W. 120 Street, New York 27, N. Y.

Transcription is a delicately balanced combination of physical and intellectual skills. The fine distinctions in the use of words and English mechanics to reproduce the expression of intended thought, and the physical and mental coordination required in shorthand and typing mesh together to form a highly complex performance.

From the first day in the shorthand class to the last, the activities should be so planned that from each a definite line can be drawn to show their contributions to the development of the end goal of all shorthand teaching—successful transcription.

For years we have taught shorthand, but it is only recently that we have taught transcription. We have usually just let transcription happen. Hence the stresses and strains and unsatisfactory result in many of our students' transcription experiences.

Because teachers are seeking now to learn how to *teach* transcription, the editor of this column thought it apropos to ask a group of experienced teachers to indicate what they did to *teach* transcription. Below are some of their suggestions.

If *you* have other suggestions, why not send them to the shorthand editor for a subsequent issue so that the teaching of transcription can be improved in other schools, too?

HELP PUPILS TO HELP THEMSELVES TO BETTER SHORTHAND OUTLINES AND TRANSCRIPTS

Contributed by Charles J. Spratt, Washington Irving High School, Tarrytown, N. Y.

Shorthand transcripts may be poor because shorthand outlines are incorrectly or poorly written. Therefore, the improvement of shorthand notes written by pupils can be a helpful medium for improving transcripts.

Shorthand notes can be improved by a constant emphasis and correction—correction not by the teacher, but by the pupils themselves. Since it is not such an easy matter for pupils to discover their own difficulties in shorthand as is the case in typewriting, they need help. The class can provide the help through exchanging shorthand papers and correcting them as a homework or class assignment.

By correcting other pupils' papers they become aware of troublesome outlines and relearn shorthand words they have not really mastered, and at the same time gain from the corrections indicated on their own papers that have been corrected by other pupils.

Such corrections made by *pupils* provide the basis for further practice periods on special points of difficulty to

improve mastery of theory and provide better transcripts. The pupils keep simple records of words and phrases that they have corrected which serve as materials for preparing letters to give the recurring patterns in which the troublesome words and phrases appeared. Such letters may be composed by either the teacher or the students. The students benefit by such practice in composing. It is not an uncommon office experience. The new letters are dictated at future class meetings. Tests to determine mastery of words and phrases upon which this intensive practice has been given should convince shorthand teachers of the value that results from the use of this procedure.

The use of this method at periodic intervals in shorthand training has made it possible to eliminate much guesswork in the improvement of shorthand outlines in transcription classes and to assure more accurate transcripts. It can and should be used where shorthand transcripts are poor because shorthand outlines are incorrectly written and further theory drill appears necessary.

THOUGHT-TYPING EXERCISES

Contributed by Marina Lledo, Puerto Rico.

Because transcribing and typing to form thought have elements in common, thought-typing exercises are helpful in developing transcribing ability. As yet, far too few schools stress thought-typing in the typewriting course. Here, therefore, are some suggestions for developing thought-typing ability in the transcription classroom.

Short thought-provoking drills are best suited to transcription classes. They can be combined with the warm-up drills usually given at the beginning of the class period. Direct dictation to the machine is good practice. The teacher may dictate short letters, lists of frequently misspelled words, or sentences illustrating punctuation or capitalization usages. Another procedure is to dictate sentences which contain such words as major, mayor; affect, effect; some time, sometime; capitol, capital; and sentences which contain common grammatical errors. In typing these sentences, the student is required to select the proper words or to write the sentences correctly.

Another good exercise is composing at the machine at regular intervals. Starting with the writing of short simple sentences and paragraphs and progressing to more difficult material gradually will enable students to write fluently and smoothly while composing at the machine.

(Continued on page 39)

TYPEWRITING

JOHN L. ROWE, Editor
Boston University School of Education

The "Theory of Three"

A great deal of time is wasted in figuring speed scores at the end of timed writings. The amount of time lost depends upon the length of the timed writing. The "theory of three" eliminates the testing aspect of timed writings which is so detrimental. Under the testing method, students are tense, develop inhibitions and a fear-complex of both accuracy and speed. The "theory of three" is a device designed to care for individual differences and it also facilitates the speed approach.

Too often teachers require students to figure scores and report results at the completion of each timed writing. No provision is made to correct the errors developed through such timed writings. It takes time to figure scores even on a one-minute timed writing. *Too much time is wasted in the classroom figuring scores.* The "theory of three" is specifically designed to eliminate this waste activity. It might provide a little training in developing arithmetical skill, but the typewriting period is not offered to teach that skill.

Select some fairly easy continuity material and permit the students to practice this material for a few minutes. We should permit the students to work and practice this continuity material until they feel ready to take timed writings on it. Give a one-minute timed writing on the practiced continuity material. When the teacher calls time at the end of the first minute the student is told to proofread and encircle his errors. As soon as this activity is completed, he corrects the errors by practicing each word until he can type it three times perfect in succession. By adhering to this method, the errors should be corrected and the difficulty eliminated.

Those students who do not make any errors in that first writing are advised to practice for fluency and speed — to take the lid off, so to speak. The students who made a great many errors will spend most of their time in correcting their incompetencies and will not work for additional speed. None of the students will figure his score.

When all errors have been corrected, the students will take another timed writing for one minute, and they will have been instructed to govern their writing in line with their past performance. Those who didn't make any errors should try to go all out for speed; those who made a great many errors are told to slow down somewhat. In this way the "theory of three" provides for individual differences.

As soon as the students finish their second one-minute timed writing, they go through the same procedure as outlined for the first timed writing — depending, of course, upon the outcome. Again, they proofread and

correct their errors. If they didn't have any errors, they work for increased facility in typewriting. I believe we have been working too much for accuracy when we finish taking a timed writing, rather than for facility and increased speed. More time should be spent in working for speed in timed writings. At the end of the second timed writing, the students still do not figure their scores.

The students take a third timed writing on this same material and upon its completion they employ the same remedial procedures and methods as devised for timed writings No. 1 and No. 2; namely, proofreading, correcting, and practicing.

After all errors have been corrected, students are instructed to calculate the speed for the *best* timed writing of the three. At a glance the student can tell the best timed writing. This score is reported in some fashion and recorded.

We account for the following positive outcomes as a result of this procedure:

1. When the student realizes he has three chances, he does not feel that he must do well on each test and therefore retard his speed. If he doesn't do so well on the first timed writing, he has two more. It is this feeling of optimism and security that creates fluency and accuracy. This freedom of activity is very essential to the development of speed. If the student is required to report the results of every test he takes, he feels that he must do well on each one, and thus never "take a chance;" it is necessary to "take a chance" when developing speed.
2. There is a great amount of time spent in figuring arithmetical scores in determining gross or net speed. By figuring only the best one of three timed writings, the student not only saves time, but also gains motivation and interest.
3. We all know that repetition builds skill. But mere repetition is not sufficient. It must be repetitive practice with a definite purpose. The "theory of three" is purposeful and repetitious as well. While the other method breeds disinterest and fear, the "theory of three" method creates interest and a desire to improve.
4. It provides for proofreading. The least we business teachers can do is to develop in our students a pride in the correctness of their own work.
5. The major emphasis is placed upon improvement rather than upon absolute achievement. We should be striving and aiming for improvement. The very essence of the "theory of three" is improvement.

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MILTON C. OLSON, Editor
Ball State Teachers College
Muncie, Indiana

BOOKKEEPING IN THE SMALL BUSINESS

Have you had former students come back and tell you that the bookkeeping they use and see used is not the type they learned in school?

Many of the 80 to 85 per cent who do not continue their formal education beyond the high school get jobs in small business enterprises where the line of promotion leads to management and ownership. Will the bookkeeping you are teaching be of real value to them in such an endeavor, or will they find that the methods and materials they have studied are impractical and useless in operating a small enterprise? Is your teaching such that they can adjust themselves readily to circumstances that have not been portrayed in a text-book? Of the three and one-half million businesses in operation in the United States as of June 30, 1946 (more than ever), over 92 per cent are classified as small. Almost half of these are in the retail field with grocery stores and eating establishments heading the list. Many of these businesses do not keep adequate records. In one study made of 494 retail merchants who went bankrupt in the City of Chicago it was found that only 27 per cent had adequate bookkeeping systems.¹ Another study made in Boston, Massachusetts and in New Jersey indicated that less than one-fourth of the bankrupt cases studied had adequate records and almost one third had no records at all.² A satisfactory set of books for most of these retail stores does *not* need to be the complete double entry system outlined in practically all text-books.

A *one book* system of record keeping that is considered adequate for most small retail establishments is suggested in a monograph prepared by the Department of Commerce and published by a special Senate Committee appointed to study the problems of small business.³ This system gives adequate information with a minimum of effort.

Under this proposed system, cash receipts are recorded at the end of each day from information provided through the cash register. The same can be done for payments when expenditures are made from the money in the cash register and either rung up or indicated by an appropriate receipt. If payments are made by check, the check stubs furnish the source of information. Once a month the figures will need to be summarized on a

monthly summary sheet which is nothing more than another page of the one book in use. At the end of the year these monthly amounts are totaled and shown at the bottom of the summary sheet. These totals are then used in the preparation of the annual profit and loss statement.

What about the transactions that don't involve cash? A record of sales on account can be maintained readily by filing a duplicate of the customers' sales slip in a filing device that can be seen in most any grocery store doing a credit business. These charge slips may also be rung up on the cash register. The day's total charge business can be determined either by the use of the cash register or by totaling the charge slips (or both). This total is then entered in the proper column of the one book system. Some types of businesses may find it better to keep a record of their charge accounts in a simple notebook or on a set of customer ledger sheets. This involves the extra work of posting, of course.

In most small businesses it will not be necessary to enter purchases on the books until payment has been made. The record of debts owed might be a simple chronological or alphabetical file of the unpaid invoices. When a payment is made, the proper invoice can be removed from the unpaid invoice file and recorded in the book. The amount of accounts payable can be determined quickly at any time by totaling the unpaid invoices. If returns are made or allowances received before payment, the proper notations can be made on the invoices before any entries are made in the book.

Individual record sheets will need to be kept for each equipment item so that proper depreciation computations can be made.

The balance sheet form suggested is very much like the typical textbook setup. The profit and loss statement form is somewhat different, however. All the information necessary to prepare this statement is available in the one book, except the inventory figures and the estimates for depreciation and bad debts. Depreciation estimates will show up on the individual equipment records whereas bad debts will have to be estimated in the usual way.

If many or most of your graduates don't go to college but get jobs in small businesses instead, should the teaching of bookkeeping be modified so that they get a better knowledge of the actual records maintained by small establishments? Or should a separate course be set up to deal with, not only the record keeping phases of a business, but also with many of the other problems encountered in operating a typical small enterprise. Your comments and suggestions will be welcomed.

¹*Record Keeping for Small Stores*, Senate Committee Print No. 2, 79th Congress, 1st Session, 1945. 94 p., Government Printing Office, Washington 25, D. C., 35¢. Page 1.

²*Ibid.*

³*Ibid.*

UNITED SERVICES

OFFICE MACHINE TRAINING

JAMES R. MEEHAN, Editor
Hunter College, New York, N. Y.

OFFICE MACHINES FOR THE LESS ABLE STUDENT

Contributed by Hamden L. Forkner, Professor of Education, Head Department of Business and Vocational Education, Teachers College, Columbia University.

One of the most common questions facing teachers is what to do with the boy or girl who does not possess a high degree of whatever it is that is measured by intelligence tests. Of course, no single answer is available, other than that each individual has a right to expect the school to provide him with experiences which will develop marketable occupational competencies.

Popular Conceptions

Educators, in general, are confused by such pronouncements as, "Most of the routine occupations can be learned on the job," or "Why waste school time giving preparation in simple operations that anyone can learn quickly in a few hours on the job?" Both of these statements are partially true. Those who wish to escape their full responsibilities toward young people seize upon them as excuses from doing what they should do.

Let us look at these statements in light of what we know about human personality. Usually people who make generalizations about learning operations on the job are those who know little or nothing of operational levels in various types of jobs. They do not know that the performance of routine operations is eagerly sought after by many persons, especially those who do not measure high in scholastic abilities. They fail to recognize that the lower one ranks in the intelligence test scale the more specific must be his preparation for an occupation. They also fail to recognize that the lower he ranks in the intelligence scale the longer it usually takes to learn the specific performance of a skill. These facts then point directly to certain conclusions.

The first conclusion is that we should not direct young people of high abilities into routine performance skills except as they will serve as stepping stones to higher job attainment. The second is that the school must reconsider its objectives as they refer to young people of low intelligence ratings. They must provide extensive, specific preparation for occupations which require performance skills in which judgment and independent decisions are not required. Third, the school must reconsider its standards of achievement and scope of the curriculum. The person who ranks low in the intelligence scale will not profit very much from continuing to acquire general education if at the end of this school-

ing he is unable to take his place in the wage-earning activities of the community.

The Consumer Pays

Heretofore these less fortunate young people have left school in large numbers as soon as they reach the school-leaving age. They have then become workers in various types of activities including food service, variety store workers, common laborers, truck drivers, and dozens of other types of service occupations. The consumer has paid for this lack of preparation in many ways. Production costs have been higher when untrained persons have been employed, which, in turn, has caused consumer prices to be higher. Service from the various consumer-service types of organizations has been of low quality. The young people themselves have often had to be hired and fired a number of times by different employers before they acquired enough skill to hold a job—truly an expensive type of vocational education for both the employee, the employer and the public.

Conversation with these young people will reveal that they have little respect or regard for the schools which they attended in that the school did little to help them to fit into the community. And yet these are the people in our communities who, when it comes time to vote for better schools and better salaries, either stay at home and do not vote or vote against better education. And why shouldn't they? Has the school made a direct contribution to them?

What Is the Solution?

What is the solution to this problem for us in business education? First, we must know who these people are in our classes who are not likely to succeed in occupations requiring judgment and independent decisions. Second, we must know what occupations are available to them, either in their own communities or in communities to which they are likely to migrate, which they can learn to perform. Third, the school must design its curriculum for these special cases in the same way we design a curriculum for those who have the kinds of abilities that will permit them to enter the better colleges. Special equipment in the way of office machines will be needed as we need special chemistry and physics equipment for those who will take college-preparatory courses. Intensive rather than extensive instruction must be given on simple operations on these office machines. Whereas the brighter pupil will learn many different operations on a machine, the learner we are discussing will learn only one or possibly two simple operations which will provide him with a marketable skill. Also, whereas the brighter pupil will learn these simple opera-

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HELEN B. BORLAND, Editor
University of Colorado, Boulder

PLANNING THE GENERAL CLERICAL COURSE

Contributed by Ruth Larson, Instructor in Business Education, Teachers College, Columbia University.

Can you justify the teaching of each of the machines in your classroom?

Perhaps you can produce that survey you made several years ago to prove the importance of these machines. Look at that survey and ask yourself whether the real purpose was to discover the clerical opportunities and requirements of the community or to tabulate the number and kinds of machines used in local offices in order to purchase equipment for the new office practice program. Testing experts tell us that the way we word our questions determines the results we get.

If your survey revealed that machines play a major role in local offices, did it also indicate the experience and training prerequisites of machine operators? Are both men and women hired to operate these machines? How many jobs require the use of this machine? Some clerical jobs are not available to beginners; some firms prefer male workers; and some machines are purchased for use by employees other than clerical help. In one large industrial plant in New Jersey, for example, the rotary driven calculators are tools for the engineers and the clerical staff is limited to paper and pencil arithmetic. A count of the machines available in the community, in this instance, would be misleading.

One survey conducted in a small city of about 20,000 population resulted in the purchase of a large amount of equipment and the development of a rather elaborate training program. Since key-driven calculators made an impressive showing in the survey results, several of these expensive machines were purchased for school training. These calculators were extensively used in local freight offices, and during the war years, girls with a basic knowledge of the machines were hired and more completely trained on the job. Within the past two years, however, the decrease in freight shipments has eliminated this demand for machine operators.

The same survey revealed that most of the firms in this city hired only one or two office workers and wanted these girls to be able to handle a wide variety of office jobs. The school program, consequently, emphasized comprehensive rather than intensive office training. Within the past two years, however, a branch of one of the large credit-rating agencies was established here, and their requirements were so different from previous demands that the school was temporarily unable to supply enough highly-skilled typists.

As a result of these and other changes, a follow-up study of former students was made. This revealed that the greatest number of students, both commercial and academic, were hired for simple clerical jobs requiring little or no machine skill—stock clerks, messengers, cashiers, sales clerks, etc., and that very few, other than the typists, had jobs in which they were required to spend the major part of their time at machines.

Perhaps your initial survey also emphasized machines and measured employment in terms of machine demands. The third American Business Education Yearbook¹ suggests other ways of validating your training program. From this course, or from other references providing job descriptions or specifications,² you can develop a master list of questions concerning the clerical jobs themselves. Although you may not be prepared to make intensive job analyses, you can use these descriptive duties of various office workers to define your local job requirements in terms of people rather than equipment. Informally, through contacts with former students and by planned visitations of teachers and students, you can discover the range of clerical opportunities and the demands of various jobs. Such a survey will not overlook the machines but will consider them in relation to the job and it will also reveal the other skills and knowledges which are required. You may find that the non-machine skills comprise a larger portion of the beginner's job than you had realized.

Even if this survey reveals that certain machines do constitute an important part of the clerical worker's job, you might still question the desirability of purchasing these machines for intensive instruction. The mechanization of clerical work is just beginning; substituting one kind of machine training for another may become as difficult as keeping up with the new styles in hats. A possible criterion, or standard, might be to provide skill training only on those machines and in those operations which are usually prerequisite for initial employment, e.g., typewriters, simple adding machines, etc. Some machines, also, may be so simple to operate that you might decide not to purchase them but to utilize visits to business offices, work in the school offices, rental of these machines for short periods, or the use of films and samples of work done on these machines to teach

¹E. C. T. A. and N. B. T. A. *Appraising Business Education*. The American Business Education Yearbook. Volume III. Somerville, N. J., Somerset Press, Inc., 1946.

²U. S. Dept. of Labor, U. S. Employment Service. *Dictionary of Occupational Titles*. Washington, D. C., Government Printing Office, 1939.

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UNITED SERVICES

BASIC BUSINESS

HAROLD B. GILBRETH, Editor
Winthrop College, Rock Hill, S. C.

THE SCHOOL JOURNEY AS A TEACHING DEVICE IN BASIC BUSINESS SUBJECTS

Contributed by Emma Katharine Cobb and Harold Gilbreth, Rock Hill, South Carolina.

Experienced teachers of business subjects, like all good teachers, need to be reminded occasionally of practices which they may have used in the past but which they have tended to place in discard. New teachers of business subjects need encouragement and guidance in practices and devices which have been found advantageous and worthy of emphasis in developing a properly educated child. One of these devices is the school journey. It has an important place in the development and improvement of an excellent program of good basic business education. The following discussion is primarily a reminder and an encouragement for the further use of this device.

It has been said that the school journey is of ancient origin. It was used by both Aristotle and Socrates. Many of the outstanding educational movements of recent times have included the school journey as a component part of their programs.

Values Claimed for the School Journey

Many values have been attributed to the school journey used in connection with a sound program of basic business education. One of the more important values lies in the fact that many units of work contained in the basic business subjects can be studied in their natural setting. It has long been recognized that young people are interested in the things they actually see and observe. At the same time, they have less appreciation for those things and ideas which are outside of the scope of their experiences. The business settings which are so abundant in all communities and which involve many of the problems studied in introduction to business, consumer education, economic geography, and other basic business subjects furnish valuable challenges to both business teachers and their students.

A second value claimed for the school journey is that business students are able to integrate and better see the relationships that exist between the business subject involved in the school journey and other subjects in the school program. A trip to the local bank, for instance, not only teaches some of the personal problems of the consumer of banking services, but gives the student a chance to see the relationship of bank services to vocational guidance, business arithmetic, clerical practice, personality development, economics, and other subjects which are concerned directly or indirectly with this working world in which we live.

Another value claimed for the school journey is that it brings about a blending of school work and life situations. Students of business, for the most part, are soon to participate in the activities of the business world. The student of consumer education, after making a trip to the supermarket and studying the inner workings of such institutions, will be a much better consumer and have a more complete understanding of the problems involved in good money management than would be the case without such a trip. The student of economic geography, after making a trip to the cotton mill, the cotton gin, or the wheat elevator will have a better understanding of the activities and responsibilities involved in a local industry as well as those involved in the same industry operated on a nation-wide or world-wide basis. The blending of what is taught in school with life as it exists in practice should result in a more valuable experience to the student.

A fourth value of the school journey used in the basic business subjects is that it may stimulate an interest in vocations which have not been brought to the attention of the students but for which they have some aptitude. These trips provide a means for students to see people at work and the conditions under which they work. Normally, such insight might not be available to the individual acting alone. At the time the trip is taken, such interest may be embryonic and unrecognizable. On the other hand, it may furnish the spark which is needed to enable students to eventually find working environments in which they may be happy and successful.

Selected Principles for Conducting School Journeys

The school journey should not be an unplanned and disorganized experience. The student will learn more in the classroom under the traditional forms of instruction than he will on the school journey to which little thought has been given and for which little preparation has been made. Selected guiding thoughts which the teacher of basic business subjects should keep in mind in preparing for the school journey are given in the following paragraphs. A proper consideration of these thoughts should be conducive to the improvement of learning in those situations where the school journey is used as a teaching device.

Students should be prepared for the experiences involved in making the visit. The trip made by business students must not be just an amusing and interesting experience. It should be one that has been prepared for in terms of what is to be seen, why the particular business or activity is there, who is served by the business or activity, the historical background of the place

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UBEA IN ACTION

HEADQUARTER'S NOTES

National Conference on Standards

The National Commission on Teacher Education and Professional Standards has asked the NEA Research Division to assist in building the agenda for the National Conference on Professional Standards. The following members of UBEA's National Committee on Standards have been appointed to work with the Research Division by commenting upon the list of issues developed and suggesting issues which have been omitted by the National Commission: Florence L. Adams, Peter Agnew, Harvey A. Andruss, Lloyd V. Douglas, Viola DuFrain, E. Dana Gibson, Ruth P. Nelson, Eugene Moseley, J. Frances Henderson, and Theodore Yerian.

The proposed conference will seek to bring together lay and professional leaders for the purpose of developing policies and a program for raising the standards and improving the quality of teaching. Emphasis will be placed on the obligations of the organized profession, in co-operation with the public, to initiate and to maintain programs of action to implement the policies as they may be developed at the conference.

To date the National Commission has identified four major areas as challenges to the profession:

1. How may we make teaching into a stronger profession?
2. How may we develop a curriculum suitable for our time?
3. How may we develop a school environment conducive to effective learning?
4. How may we interpret education to the American public?

Last year at the Chataqua Conference attention was focussed on the teacher shortage and the conditions surrounding teaching. This year attention will be centered on professional standards as a way of building continuous lay support of the salaries and finances necessary to advance American Education.

UBEA Forms Two New Divisions

The executive committee of the United Business Education Association announces the formation of two new divisions of the association. The first new division is concerned with research in business education. The second division is concerned with the administration phases of business education.

United Business Education Research Foundation

Business education has long been hampered by the lack of a coordinated program of research. The headway which other organizations have been able to make through an organized program of research has been very significant. Heretofore there has been no unified organization in business education to undertake and carry out a program of research. Business and industry are vitally interested in research, as evidenced by the enormous budgets which are provided for research of all types. Business education research could, if properly organized on a national basis, be the recipient of funds from foundations and organizations for the carrying on of research.

In view of these statements it seems imperative that some plan definitely be set up whereby an effective research program could be developed in business education. The United Business Education Association has, therefore, set up an organization to meet these needs.

The specific purposes of the Foundation are as follows:

- (a) to initiate, finance, and publish research studies in business education.
- (b) to subsidize studies by qualified graduate students or others that have for their purpose the development of better business education.
- (c) to hold an annual meeting of the members of the Foundation.
- (d) to make appropriate awards for significant contributions to business education research studies.

Who May Be Members:

Any member of the United Business Education Association is eligible for membership in the Foundation upon the payment of \$3.00 annual dues over and above the \$2.00 annual dues to the parent organization in the United Business Education Association.

Officers:

The Research Foundation shall elect from its membership a president, a vice-president, a secretary and an executive committee. The term of office and composition of the executive committee are now being worked out by a committee appointed by the UBEA executive committee.

Charter Members:

Any person who becomes a member of the Research Foundation before March 1, 1948 shall be considered a charter member. A mail ballot shall then be distributed to the charter members for election of officers and executive committee from the charter membership.

Organizational Plans:

The officers and executive committee of the United Business Education Association shall serve as temporary officers until the Foundation can hold its formal election.

United Business Education Administration Association

One of the major factors in the development of professional associations in this country has been the organization of the administrative officers in the various fields of education. Thus far business education has not had such an organization. It is the belief of the UBEA executive committee

UBEA IN ACTION

that if a strong association of state and local supervisors and department heads of business education can be formed, that it will go far toward strengthening the position of business education not only in the vocational field but also as it relates to general education. In view of this, the executive committee of UBEA announces the organization of the United Business Education Administration Association.

Purposes:

- (a) to plan and conduct studies dealing with those problems facing department heads, supervisors and directors of all phases of business education.
- (b) to publish bulletins relating to administration problems.
- (c) to bring department heads, supervisors, and directors of all phases of business education together in regional and/or national conferences for the purpose of discussing crucial issues in business education and ways in which business education can be improved.
- (d) to bring before school administrators—principals and superintendents—problems facing business education which they can help us solve.

Membership:

Membership in the United Business Education Administration Association is open to any member of the United Business Education Association who is interested in supervising, directing, or administering any phase of business education on the national, state, local, or school level upon the payment of \$3.00 annual dues over and above the annual \$2.00 UBEA membership.

Officers:

The Administration Association shall elect from its membership a president, a vice president, a secretary and an executive committee. The term of office and composition of the executive committee are now being worked out by a committee appointed by the United Business Education Association executive committee.

New Service for Forum Readers

A new service of the *UBEA Forum* will be a book review section devoted to current publications of interest to business teachers. Dr. Jessie Graham, supervisor in charge of operations in adult and post-secondary business education in the Los Angeles City Schools, will edit the book-review section. This new service will begin in the October issue of the *Forum*.

Charter Members:

Any person who becomes a member of the Administration Association before March 1, 1948 shall be considered a charter member. A mail ballot shall then be mailed to each charter member for election of officers and the executive committee from the charter membership.

Organizational Plans:

The officers and executive committee of UBEA shall serve as temporary officers of the United Business Education Administration Association until officers and executive committee are formally elected by the charter members.

Application for Membership in the Research Foundation or the Administration Association

Any person now a member of United Business Education Association may become a member of either or both of the new divisions of UBEA by mailing his check for \$3.00 for each of the associations to Executive Secretary of UBEA. Be sure to indicate which of the organizations you are joining.

Any person not now a member of UBEA may become a member by forwarding a check for \$2.00 (students \$1.00) for membership in UBEA plus \$3.00 (students \$2.00) for each of the associations to which you wish to apply for membership.

Mail checks to Hollis Guy, Executive Secretary UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Coordinating Committees

President Forkner announces the appointment of chairmen for the coordinating committees listed below:

Vern Frisch, American Vocational Association.

Harold Fasnacht, American Association of School Administrators.

Mildred Taft, American Association of Junior Colleges.

Frances D. North, Association for Supervision and Curriculum Development.

D. D. Lessenberry, National Association of Business Teacher-Training Institutions.

S. J. Wanous, National Association of Secondary-School Principals.

Gladys Bahr, National Vocational Guidance Association.

Erwin M. Keithley, National Office Management Association.

S. Gordon Rudy, U. S. Office of Education.

The March of Time

The Twentieth Century Fox Film Corporation is now distributing a *March of Time* film entitled "The Teacher's Crisis." It is a picture that every citizen should see. Teachers are urged to express their appreciation for the service which the Twentieth Century Fox Film Corporation is rendering to education, and thus give encouragement for such companies to produce more pictures in the field of education. After you have had an opportunity of seeing this picture, a letter from you to Mr. Spyros P. Skouras, President, Twentieth Century Fox Film Corporation, 444 West 56th Street, New York, New York, would be appreciated.

* * *

Unity is not created by pep talks, but by mutual interests, and, above all, by the experience of doing things together. There is enormous work to be done in the world that can only be done by a great many doing it in an organized way. . . . From "The Only Road to Peace" by Dorothy Thompson, *American Mercury*, December 1943.

UBEA IN ACTION

For Action

Will you please help us keep the cost of billing and solicitations at a minimum by mailing your 1947-48 membership fee today? This will make it possible to process your membership at a time when there is little demand for the mechanical equipment which the NEA shares with us. All money saved through the elimination of notices and the need for additional clerical help will be used to further the cause of better business education.

Here Is What You Can Do

Extend a UBEA charter membership invitation to an associate in business education. Charter membership cards will not be issued after July 31, 1947. The first issue of the *UBEA Forum* will be available to the next 500 members who enroll. Many business educators want a complete file of the new *UBEA Forum*.

Memberships in the UBEA Research Foundation and UBEA Administrators' Association will begin as of August 1, 1947.

Do You Need Surplus Government Property?

Up to the present time, education has had limited access to surplus government property through three major channels: The Army and Navy donations program, War Assets Administration disposal program under the Surplus Property Act of 1944, and through the Veterans Education Facilities Program under Public Law 697 and CPA Direction 23. It is impossible at the present time to appraise the benefits under these programs or to make comparisons between them. Perhaps only one criticism is valid, that there has been wide variation geographically in the distribution of benefits to education under the three programs. Some schools have benefited greatly through Army and Navy donations. The same thing is true to a much more limited extent of the War Assets Administration program, and no doubt higher education has benefited to a greater degree through the Veterans Educational Facilities

program of the U. S. Office of Education and the Federal Works Agency.

Is your school interested in purchasing surplus government property for the business department? If so, write a card today to your UBEA Executive Secretary asking him to press for immediate changes in administrative policy to accomplish this purpose and to work with others to initiate legislation where accomplishment seems to be impossible otherwise.

Special Arrangements for This Issue

In the interest of co-operative effort with business, 400 copies of this issue of the *UBEA Forum* are being sent to the National Office Management Association for distribution to their Education Committees throughout the United States and Canada.

Noma is in turn servicing our National Headquarters with 400 copies of the *Noma Forum* which will be available to the first 400 members who send their request to the UBEA Executive Secretary.

BE UNITED • BOOST UNITED • JOIN TODAY

To the Executive Secretary
United Business Education Association
1201 Sixteenth Street, N. W., Washington 6, D. C.

Enclosed herewith please find dues for membership in the United Business Education Association as follows:
(Circle appropriate date.)

- Charter membership renewal for the year ending July 31, 1948, Nov. 30, 1948, Feb. 29, 1948. \$2.00.
- Charter membership for the year ending February 29, 1948. \$2.00. This is a new application.
- Charter membership in UBEA Research Foundation. \$3.00.
- Charter membership in U.B.E.A.A. \$3.00.

Type or Print	{	Name	Title
		Mailing Address: Street	
		City	Zone State
Check \$			
Money order \$			
Cash \$			

Make check payable to:
UNITED BUSINESS EDUCATION ASSOCIATION

UBEA IN ACTION

National Teacher-Selection Campaign

A nationwide campaign for the selection of teachers is being launched by the National Education Association's Commission on Teacher Education and Professional Standards. The campaign has these purposes: (1) to encourage outstanding young men and young women to choose teaching as a career (2) to eliminate from teaching and from teacher education those who are not qualified (3) to further the conditions necessary to attract and hold the highest type of teachers in the public schools.

The teacher-selection campaign is the third nationwide project of the National Commission on Teacher Education and Professional Standards, established by the NEA in July, 1946. The first was a nationwide campaign to arouse the American people to a realization of the crisis in teaching. Stemming from a conference at Chautauqua, New York, last June, the alerting campaign has resulted in unprecedented public attention to the teacher shortage and its causes. The second project of the Commission was to sponsor a nationwide salary standard for fully quali-

fied, professionally trained teachers, of at least \$2400 as a beginning salary with increments for experience and further training to a salary level of \$5000 to \$6000.

Immediate aims of the teacher-selection campaign in every community will be to identify the high school students who appear to be qualified as indicated and encourage such students to enter teaching. At the same time, an intensive community-wide campaign will be waged to establish the kind of salaries, working conditions, and public prestige which will make teaching a satisfying career for such outstanding men and women.

Colleges and universities preparing teachers will participate in the campaign, not only by helping in the community efforts, but also by evaluating their own methods of selection and their own programs of teacher education for the purpose of raising standards of admission and preparation.

This is the first nationwide effort ever made to establish selective standards in teaching and to interest outstanding young men and women in teaching as a career. It is intended that the campaign will lay the foundation for a continuing program of

teacher-selection throughout the United States and its territories.

Teaching now presents to outstanding young people an unprecedented opportunity for careers of service and satisfaction. The entire strength of the nation—its prosperity, its defense, its health, its hope for peace and for the general welfare—depends upon the quality of teachers in the public schools.

Business educators are urged to encourage the most capable pupils in their classes to choose teaching as a career. More than 8000 qualified business teachers are needed in the public high schools and colleges throughout the country.

Annual Convention

The first annual meeting of the UBEA Representative Assembly will be held in Cincinnati, Ohio, July 7. This meeting will be devoted chiefly to planning future activities of the Association. A luncheon session will be featured at the Cincinnati Club for UBEA members and special guests. Future conventions will be arranged with a full program of subject matter, inspirational, and social activities.

DO WE HAVE YOUR CORRECT ADDRESS?

The attached form is printed here for your use in sending notice of change of address. Please fill in legibly, tear out, and mail to Executive Secretary, United Business Education Association, 1201 Sixteenth Street, Washington 6, D. C. (If you prefer not to mutilate your magazine, supply the information requested on a separate sheet of paper.)

Executive Secretary, UBEA
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Beginning Date.....

Please change my listing on your records to that given below:

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MY FORMER ADDRESS WAS.....

Introducing . . .

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Anderson High School
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GEORGE S. MURRAY
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LENA M. POLLARD
Arizona State Director
Chandler High School
Chandler, Arizona



HOWARD E. WHELAND
Ohio State Director
John Hay High School
Cleveland, Ohio



FRANCES M. McQUARRIE
Florida State Director
Deland High School
Deland, Florida

Katherine L. Brown—Indiana

For many years, business education has looked to Indiana for leadership. It appears that the business teachers in this state are endowed by qualities which give them an enviable position in the Nation. UBEA salutes State Director, Katherine Brown, and all business teachers in Indiana for their progressiveness and professional loyalty.

Miss Brown served the Business Section of the Indiana State Teachers Association as its president in 1946. She is a member of Pi Omega Pi, Delta Pi Epsilon, Indiana Business Educators Club, American Association of University Women, and the Business and Professional Womens' Club. In each of the two latter organizations, Miss Brown is a member of the Executive Board. She is head of the business education department, Anderson High School, Anderson.

George S. Murray—Connecticut

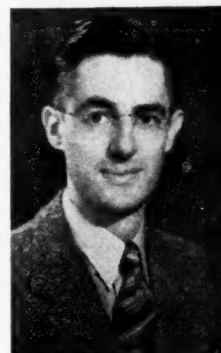
George S. Murray, State Director for Connecticut has had office and supervisory experience in transportation, ordinance and chemical businesses, accounting and auditing practice, and teaching, administrative and research experience on the faculties of Commercial High School, Junior College of Commerce and Yale University of New Haven, Connecticut. Dr. Murray served on the State De-

partment of Education Committee on the War Emergency in Business Education, directed a survey of Commercial High School graduates and made a survey of business education in Connecticut. He served as District Executive of the New Haven Teachers' League for 10 years and delegate to State Teachers' Association and National Education Association Assemblies, and has been a member of the executive committee of the Connecticut Business Educators' Association for ten years. Dr. Murray is active in religious and fraternal circles and in work with young people. He was awarded the Silver Beaver by the Quinpiac Council, Boy Scouts of America, for distinguished service to boyhood.

UBEA salutes the business education teachers of Connecticut and Dr. Murray. They are alert and eager to learn improved techniques. Connecticut's business teachers respond to the technical programs set up by the state association and the state university. They recognize that the national prestige and strength of the profession will be furthered by the UBEA and are supporting it in substantial numbers.

Lena M. Pollard—Arizona

Arizona's State Director, Lena M. Pollard, urges business teachers to form stronger organizations as they need the impetus of association with



THOMAS M. GREENE
Maryland State Director
Baltimore County Schools
Baltimore, Maryland



HELEN EIGHMY
Nebraska State Director
University of Nebraska
Lincoln, Nebraska

the coordinate thinking and planning of the other teachers in their own profession. The business teachers in Arizona have a creditable rating at headquarters. UBEA salutes them and Mrs. Pollard for their interest and forward planning in the promotion of better business education in the Southwest.

Mrs. Pollard is a business teacher in the Chandler High School, Chandler, Arizona. She is treasurer and a past president of the Chandler-Mesa-Tempe Altrusa Club and will attend, as an official delegate, the Altrusa International meeting in Mackinac Island, Michigan, June 15-19, 1947. She is a member of Delta Kappa Gamma, Kappa Delta Pi, and the Chandler Classroom Teachers' Executive Council.

UBEA IN ACTION

Howard E. Wheland—Ohio

UBEA salutes the Ohio business teachers for an outstanding year in business education. State Director Wheland comments, "So many of the teachers in Ohio have contributed time and effort in promoting UBEA that no one teacher may be singled out as having contributed more than any other. As usual, the business teachers in this state are backing this very worth-while organization." The splendid co-operation of Ohio's business teachers in promoting better business education is reflected in the many fine reports received at headquarters.

State Director, Howard E. Wheland, is head of the Department of Business Education, John Hay High School, Cleveland, Ohio. He has also taught at Fremont, Ohio. Mr. Wheland is co-author of the *Record Keeping for Everyone* and is also co-author of *Elements of General Business Education in the Cleveland Public Schools*. He is a past president of the Ohio Business Teachers Association, a past vice-president of the Tri-State Commercial Education Association, and is president of the Cleveland Chapter of the National Office Management Association.

Frances McQuarrie—Florida

Frances McQuarrie, State Director for Florida, teaches business subjects in Deland High School, Deland, Florida. Except for two years as a legal stenographer, Miss McQuarrie's experience has been teaching business subjects in Florida high schools. She has served as editor of the publication of Zeta Chapter of Delta Pi Epsilon, and is now secretary of the secondary school teachers' division of the Southern Business Education Association. Miss McQuarrie is a member of the Delta Kappa Gamma and Delta Pi Epsilon societies, the Florida Education Association, the Southern Business Education Association and, last but not least, the UBEA.

Miss McQuarrie appreciates the co-operation of those Florida business

teachers she has asked to serve as Area Directors for UBEA within the state. She believes that UBEA has much to offer business teachers and hopes that every Florida teacher will seize this opportunity to show his, or her, progressiveness and sincere interest in business education. Those who are already members can be committees-of-one to acquaint other Florida business teachers with the work and purposes of UBEA and the advantages of membership.

UBEA salutes Miss McQuarrie and the Florida business teachers for their part in the promotion of better business education in the South.

Thomas M. Greene—Maryland

The business teachers of Maryland are a professionally-minded, progressive, loyal group. They promise to exceed all UBEA membership records in the East. Because of the outstanding membership record, UBEA salutes the Maryland business teachers and their State Director. This group gives evidence of having enrolled in UBEA with a great deal of respect for the organization and pride in their membership.

Thomas M. Greene, State Director for Maryland, is supervisor of business education and principal of adult evening schools in Baltimore County. Before going to Maryland, Mr. Greene was head of the business department of the Goldsboro High School, Goldsboro, North Carolina. He also served as assistant principal of the high school at Milburn, Kentucky. Mr. Greene has had wide experience in adult education work as well as experience in retail selling and office work. He has served as chairman of the group which built the Maryland State Course of Study in business education; has contributed articles to professional magazines and to bulletins for the Maryland State Department of Education; and has taught graduate work at the University of Maryland. He is also state director of the Eastern Commercial Teachers Association.

Helen Eighmy—Nebraska

The business teachers of Nebraska are professionally alert as evidenced by their membership and participation in local, state, and national teachers' organizations. One out of eight business teachers of the state is a Charter Member of UBEA. These members are expressing genuine enthusiasm and interest for the new *UBEA Forum*. Nebraska business teachers pledge their active support and co-operation in achieving professional unity and advancement through the UBEA and other associations. UBEA salutes Nebraska's State Director and business teachers for their splendid co-operation and interest in the promotion of associational activities.

State Director Helen Eighmy is instructor of Commercial Arts, Teachers College, University of Nebraska, Lincoln. She has also had high school teaching experience at Scottsbluff, Nebraska, and was secretary to the Dean, Teachers College, University of Nebraska. Miss Eighmy is a member of Pi Lambda Theta, honorary and professional organization for women; national secretary of Kappa Phi, Methodist Club for college women; and is active in local and state business teachers' groups.

AUDIO-VISUAL AIDS

Note: The UBEA FORUM welcomes all such reviews of audio-visual materials.

I Want To Be A Secretary is designed specifically for vocational information, this film treats in detail one of the fundamental aptitudes—clerical. It includes the discussion of a business career with the faculty counselor; a visit to a large office; and the co-operative planning of a program of studies. Collaborators are Dr. E. G. Williamson and Milton E. Hahn.

Orders or requests for preview prints or additional information concerning the above should be directed to *Coronet Instructional Films*, 65, E. South Waters Street, Chicago 1, Illinois.

Co-operating Associations and Agencies

In this section of the UBEA FORUM co-operating associations and agencies are presented. The statement of functions and introduction of personnel of each group should be of interest to UBEA members. This month the UBEA FORUM takes pleasure in presenting personalities of the National Office Management Association, and the Business Education Service, U. S. Office of Education.

H. A. WICHERT
Chairman
Education Committee



On Coming of Age

By H. A. WICHERT

Chairman, Education Committee
National Office Management Association
Fairmont Creamery Co., Omaha, Nebraska

Over against the Post-Office in Second Street, Philadelphia: is Taught, Writing Arithmetick in whole Numbers and Fractions, Vulgar and Decimal, Merchants Accounts, Algebra, Geometry, Surveying, Gauging, Trigonometry, Plain and Spherical, Navigation in all the Kinds of Sailing, Astronomy, and all other parts of the Mathematics, By Theophilus Grew. His hours are this winter, from IX to XII in the Morning, from II to V in the Afternoon: and (for the Convenience of those who cannot come in the Day-Time) from VI to IX in the Evening. He teaches Writing and Arithmetick at the usual Rate of Ten Shillings per Quarter; Merchants Accounts, Navigation, Etc. for Thirty Shillings per Quarter; and will undertake to furnish any One with sufficient Knowledge in any of the foregoing Branches, in Three

Months time, provided the Person have a tolerable Genius, and observe a constant Application.

Strange words, you say? Yes, to us—because we've "come of age," at least to our way of thinking. But then, Friend Grew sounds a bit sophisticated in spots—even tho he submitted his advertisement to Benjamin Franklin's "Pennsylvania Gazette," a little over 200 years ago.

My thinking about business education was greatly stimulated earlier this year when I dropped in on a Noma meeting in San Francisco. There I took part in discussions on office management and training procedures and heard expressions such as "job analysis," "methods study," "course content," and "intelligence quotient" used repeatedly. What a strange ring these phrases would have held for the schoolmasters of 1747 or for the California "gold rush" emigres whose long trek took place less than 100 years ago! The contrast is amazing.

I left San Francisco by plane and the next day I found myself at our Association's headquarters in Philadelphia. There, in the shadow of Independence Hall, and but a short distance from the site of Theophilus Grew's school, I shook hands with a man whose position will symbolize this almost unbelievable transition in education and management.

He is Dr. J. Frank Dame, of Bloomsburg State Teachers College, who will join Noma's staff on July 1. His coming will make it possible for our Association to work closely with educators. Broadly stated, he will interpret the needs and requirements of office men to commercial educators and transmit to office men, for instructors, something of the aims, aspirations, and ideals of the teaching profession. He will serve to coordinate the two facets of a joint en-

deavor. Isn't it astounding that the short space of 200 years should witness the evolution of school and office to the point that a succession of specialized vocations (typist, telephone operator, etc.) should develop, culminating in the emergence of a need for a specialist among specialists? In truth, Dr. Dame is just such a specialist.

Specific Assignments

Dr. Dame's position is new and unique. The whole field lies before him. It is his to explore and chart. Would you be interested in examining possible channels of service?

1. Next July 9-11, the first of a long line (we hope) of Institutes on office management will be offered at the University of Tennessee. Teachers of management subjects will join with office executives and juniors in discussing modern whys and wherefores. Dr. Dame will not be with us in time to participate in the preliminary planning, but he will be on hand to criticize and evaluate this first offering. Admittedly, it is an experiment to group teachers and senior and junior executives in the same sections. We'll watch closely to determine whether the diversified "student body" results in mutual help or in an overall slowup.

No fewer than six other universities have indicated an interest in the Institute program and each will be the beneficiary (should the project be extended into 1948) of the experimentation and observation which will take place at Knoxville. This, then, appears to be a very practical program in which our educational specialist will play an important role.

2. Along with the Institutes there will be a series of "Study Groups," sponsored by various Chapters. The best of the experiences and procedures can be assembled and passed on for the overall improvement of the effort.



J. FRANK DAME
Educational Director

W. HOWARD HANSEN
Chairman
Joint Committee on
United-Noma Tests

CO-OPERATING ASSOCIATIONS AND AGENCIES

3. It's altogether possible that a by-product of the Institutes and Study Groups will be the development of correspondence courses for office managers — present and potential. Based upon the accumulated experiences gathered in our Headquarters' Office and tested for teaching practicality in the Institutes and Study Groups, these correspondence courses can be tops.

4. It's really surprising the number of secondary and collegiate schools which ask for suggestions on course content. They range all the way from requests for assistance in establishing outlines for work in English and arithmetic to office management itself. Colleges often ask for assistance in outlining collateral courses in order that students of office management might be fully equipped to undertake their prospective assignments. So far, Noma has not been prepared to do the kind of a job it would like to do. After he is settled just a bit in his surroundings, Dr. Dame will be available for consultation.

5. For the past year, there has been

an unusual interest in so-called standards for beginners. Letters from all parts of the country ask what office managers require in the way of proficiency in bookkeeping, shorthand, typing, English and arithmetic. At the moment, nobody knows the answers, since office managers themselves are not in accord on the various points. Some executives stress certain aspects more strongly than others. Noma's first assignment, of course, will be that of determining those standards which are acceptable to the greatest number of office executives, after which the requirements can be translated in terms of teaching standards. This assignment, in itself, could keep Dr. Dame occupied for a lifetime.

6. This would be the spot to discuss the testing program; but, so that we can give it additional emphasis, suppose we withhold detailed explanation for a few paragraphs.

7. Would you high school teachers like a paper, pertinent to your teaching problems, which might be prepared by Noma for free distribution

to commercial students? It might carry interesting sidelights on office activities, discussions of possibilities in office employment, advice, counsel, and encouragement for students, and other features. At the moment, nobody knows much more than just that. We're not quite sure of the content, size, format, or any other details. At this stage, an expression from you would be helpful. If many of you wrote in, requesting such a periodical, Dr. Dame could roll up his sleeves and go to work reasonably soon. If you don't drop us a note, we'll assume that you're not overly enthusiastic about the project.

8. From time to time throughout the year (perhaps when teachers suggest that their students do so), a flock of postal cards descend upon our Headquarters' Office, requesting literature or other materials, dealing with typing, bookkeeping, or some other work as a vocation. Actually, our Headquarters' Staff is not yet ready to take care of such requests, altho each boy or girl does receive

(Continued on page 45)

LIST OF NOMA CHAPTERS

This list of Noma chapters is printed in the hope that it will assist business teachers everywhere to develop and carry on cooperative enterprises with business.

AKRON
ATLANTA
BALTIMORE
BIRMINGHAM
BOSTON
BRIDGEPORT
BUFFALO
CALGARY
CHARLOTTE
CHATTANOOGA
CHICAGO
CINCINNATI
CLEVELAND
COLUMBUS
DALLAS
DAYTON
DENVER
DES MOINES
DETROIT
DULUTH

EAST BAY (Oakland)
ERIE
EVANSVILLE
FORT WAYNE
FORT WORTH
GRAND RAPIDS
GREENSBORO
GREENVILLE
HAMILTON (Ont.)
HARTFORD
HOUSTON
HUNTINGTON
INDIANAPOLIS
JACKSONVILLE
KANSAS CITY
KNOXVILLE
LANCASTER
LOS ANGELES
LOUISVILLE
MEMPHIS

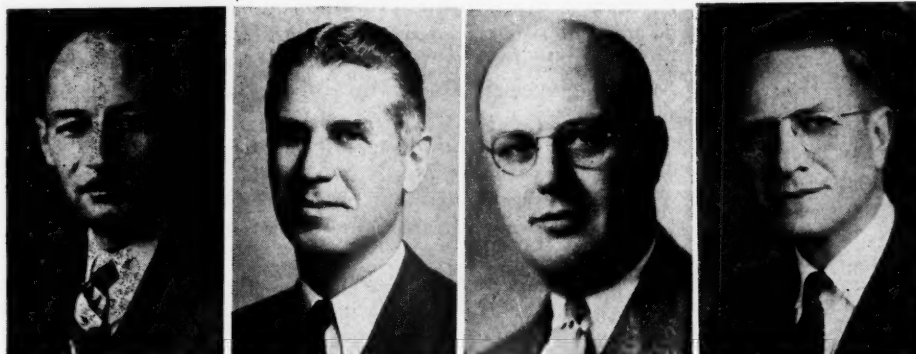
MILWAUKEE
MINNEAPOLIS - ST.
PAUL (Twin Cities)
MONTREAL
NASHVILLE
NEW HAVEN
NEW ORLEANS
NEW YORK
OAKLAND (East Bay)
OKLAHOMA CITY
OMAHA
PEORIA
PHILADELPHIA
PITTSBURGH
PORELAND (Ore.)
PROVIDENCE
RALEIGH
QUAD CITIES (Davenport)
RICHMOND
ROCHESTER (N. Y.)
SACRAMENTO
ST. LOUIS
ST. PAUL - MINNEAPOLIS (Twin Cities)
SALT LAKE CITY
SAN DIEGO

SAN FRANCISCO
SAN JOSE
SAVANNAH
SEATTLE
SOUTH BEND
SPOKANE
SPRINGFIELD (Ill.)
SPRINGFIELD (Mass.)
STAMFORD
SYRACUSE
TACOMA
TOLEDO
TOPEKA
TORONTO
TULSA
TWIN CITIES
(Minneapolis - St. Paul)
VANCOUVER (B. C.)
WASHINGTON
WHEELING
WICHITA
WINNIPEG
WORCESTER
YAKIMOE
YORK
YOUNGSTOWN

CO-OPERATING ASSOCIATIONS AND AGENCIES

NOMA PERSONALITIES

Office of Small Business
U. S. Department of Commerce—



E. H. CONARROE
Chairman of Board

OKAH JONES
President

O. J. McMUNN
Vice President

W. H. EVANS
Executive Secretary

E. H. CONARROE *Chairman of the Board*

E. H. Conarroe, Chairman of the Board of Noma is associated with New York University and Pace Institute. For the past eighteen years, he has been Director of Management Service with Metropolitan Life Insurance Company.

OKAH JONES *President*

Okah Jones, President of Noma is Assistant Secretary-Treasurer of the Oklahoma Natural Gas Company. He is a past president of the Tulsa Chapter of Noma and is active in community affairs.

VAUGHN FRY *Research and Standards Division*

Vaughn Fry is in charge of Research and Standards Division of Noma and has been Research Assistant at Ohio State University and during the war was in charge of methods, procedures, and organization units for the Air Service Command at Wright Field.

WILLIAM LATHAM, JR. *Inquiry Service*

William Latham, Jr. of Noma's national office has had fifteen years experience in accounting and office management, and has served as committee chairman and director of Philadelphia Chapter of Noma.

O. J. McMUNN *Vice President*

O. J. McMunn, Vice President of Noma began his business career as a record clerk with the Philadelphia Company and is now office manager for the Duquesne Light Company.

W. H. EVANS *Secretary-Treasurer*

W. H. Evans, the Secretary-Treasurer of Noma, was long associated with Pierce School in Philadelphia. He has written many articles on management, and his real hobby is Noma.

HUGH WARNER *Public Relations*

Hugh Warner, Noma's Publicity Director, has had many years experience with a New York banking house in methods systems and management work.

A. C. SPANGLER *Field Services*

A. C. Spangler is in charge of Conferences and Exhibits for Noma. He is a graduate of Wharton School, University of Pennsylvania, and has had fifteen years experience in management activities. He served as wartime Director of Supplies for American Red Cross in the South Pacific area.

EDITOR'S NOTE: Readers will recall the excellent statement of the functions of the Office of Small Business of the U. S. Department of Commerce which appeared in the April FORUM. This month a select list of "Small Business Aids" taken from more than 150 available is presented. Individual copies of these aids may be secured without cost from the nearest field office listed below. UBEA members are urged to make full utilization of the facilities offered by the Office of Small Business.

The series of Commerce publications which deal with specific practices of business operation is issued under the name of "Small Business Aids." This is a continuing series prepared by the Office of Small Business for the use primarily of counselors in the field offices. The Small Business Aids are of two kinds: first, abstracts or condensations of articles from business papers, trade journals, Government reports, and from other authoritative sources; second, case studies based upon the successful solution of business problems in a particular enterprise. These case studies are then used by counselors in helping other businessmen solve similar management problems.

A Select List of Small Business Aids *(Issued Recently)*

- No. 89. A Successful Retail Florist Business Catering to a Discriminating Clientele.
- No. 93. The Employee Suggestion Plan.
- No. 102. Public Accounting in Smaller Communities.
- No. 119. Operating an Automobile Accessory and Parts Store.
- No. 122. What a Company Should Expect of Its Supervisors.
- No. 123. Profit Possibilities of a Year-Round Motor Court.
- No. 129. Checking the Soundness of Your Company's Organization.
- No. 130. Operating an Employment Agency.
- No. 132. Advertising Suggestions for the Office Appliance Dealer.
- No. 134. Salesmanship in Self-Service Stores.

Field Offices

Albany 7, N. Y., 409 County Court House
Albuquerque, N. M., Hanosh Bldg.
Atlanta 1, Ga., 418 Atlanta Nat'l Bldg.
Baltimore 2, Md., Rm. 312, U. S. Appraisers' Stores Bldg.

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CO-OPERATING ASSOCIATIONS AND AGENCIES

The UBEA Forum takes pleasure in presenting to its membership the staff of the Business Education Service, U. S. Office of Education.

B. FRANK KYKER

B. FRANK KYKER, Chief of the Business Education Service, Office of Education in Washington, came to the National City in 1938, as Research Specialist in Business Education, and in 1939 was chosen to head that service. He was born in Tennessee and is a graduate of Berea (Kentucky) College, having been granted his A. B. degree from that institution. He earned his B. S. at the University of Tennessee, and his M. A. at the George Peabody College for Teachers. The University of Iowa also claims him as a graduate student.

Mr. Kyker has had a rich background of school and business experience. He has served as visiting lecturer at Ohio State University, University of Iowa, University of Tennessee, George Washington University and as head of the department of business education at the University of North Carolina. Besides contributing articles to many publications he will be found to be a member of all leading business teachers' associations. He is a member of Delta Pi Epsilon, Phi Delta Kappa, and serves as an Elder in the Presbyterian Church.

CLYDE W. HUMPHREY

CLYDE W. HUMPHREY, Research Agent for Business Education, joined the staff of the Business Education Service in August 1943. Prior to his present employment, he was head of the Department of Business, Meredith College, Raleigh, North Carolina, and special assistant in distributive occupations for the North Carolina State Department of Education.

In addition to several years of practical business experience, Mr. Humphrey has had wide experience as teacher, high school principal, college department head, and director of business teacher training. He has served as visiting professor of business education in summer sessions of the University of Tennessee, George Peabody College for Teachers, and the University of Arkansas.

Mr. Humphrey was for many years secretary of the Southern Business Education Association, and has served as editor of *Modern Business Education* and as secretary of the Raleigh (North Carolina) Chapter of the National Office Management Association, of which he is a charter member.

Since receiving the Master of Arts degree at Peabody College for Teachers, Mr. Humphrey has done advanced graduate work at the University of North Carolina, Harvard University, and New York University.

JOHN B. POPE

JOHN B. POPE, Specialist in Adult Education, joined the staff of the Business Education Service, U. S. Office of Education in October, 1938, as Regional Agent for Distributive Education for the Southern Region. Prior to coming to the Office of Education he was State Supervisor of Distributive Education in Texas, in which State he had been high school principal for a number of years.

Mr. Pope's experience in business extends over a period of 15 years as owner and manager of various distributive and industrial enterprises, particularly in the lumber and cotton businesses. He has served as visiting professor in several universities throughout the South during the period of his present employment. Mr. Pope is serving in liaison capacity with several national trade associations in the promotion of distributive occupational training, a capacity in which he has served for several years, and is a member of several national trade and professional associations, including the National Retail Dry Goods Association, American Marketing Association, and similar groups.

He received his M. B. A. degree from Harvard Graduate School of Business Administration, and has carried on advanced work in education in other universities.

(Continued on page 43)



CLYDE W. HUMPHREY
Research Agent for Business
Education



G. HENRY RICHERT
Program Planning Specialist



JOHN B. POPE
Specialist in Adult Education



B. FRANK KYKER, Chief
Business Education Service

THE *Forum*

Business Education The Door to the New Frontier

It is to the high schools that the offices must turn for most of the 13,000 beginning clerical workers they need.

By JOINT EDUCATION COMMITTEE
Seattle Chapter of Noma

EDITOR'S NOTE: The following pages contain excerpts from a booklet published by the Joint Education Committee of the Seattle Chapter of the National Office Management Association. Six business educators and six office managers, under the chairmanship of Donald D. Bower, made a study of business conditions in Seattle with special reference to the number of beginners required annually to fill clerical office positions, the most common deficiency found in beginners, and the mechanical equipment with which business offices expect beginners to be familiar. The following is their opening statement:

"The frontier of the eighteen hundreds is closed. The opportunities afforded by the West of that century for the claiming of free land, the building of homes, and the establishing of agricultural and industrial enterprise in an economically uncharted area, are exhausted.

"But there is a new frontier. As modern machine methods produce goods in tremendous quantities, and all services multiply, the offices that manage them present unprecedented opportunity for clerical workers. The demand is far in excess of supply and grows with constantly accelerated speed, while the number of students enrolled for business training in our schools is decreasing. In no other field of employment is this more evident.

"The business office is the new frontier. Business education is the door to the new frontier."

Present Demand for Office Workers

In 1940, the number of these clerical office workers in the city of Seattle, according to the Federal Census, was 39,299, as compared with a total labor force of 147,952 reported in the same census. Thus in 1940, the clerical workers constituted about twenty-seven per cent of the total labor force in the city.

Of these 39,299 clerical workers, 17,044 were sales clerks, who are correctly included in this classification. The remainder, or 22,255, were clerical office workers, and it is in this category that the need, at the moment, is most urgent.

In 1945, there were about 37,000 clerical office workers in the city of Seattle, as determined by the survey. This is an increase of 65 per cent in office workers in Seattle between 1940 and 1945.

Now, in 1946, the business offices in the city indicate an intention to hire 13,145 beginning clerical office workers, based on the declarations of the 161 representative companies reporting in the survey. This unusually large demand for beginning office workers may be attributed to five facts:

1. The majority of offices in the city were greatly understaffed during the war. The office managers wish to hire enough workers to restore their office staffs to normalcy.

2. Most of the offices found it necessary to work their employees overtime during the war. This practice decreased the efficiency of the worker, and the time-and-a-half paid for overtime decreased the company's profits. Now that the general salary level has increased, companies are even more averse to overtime at time-and-a-half. Therefore, they intend to eliminate the overtime work by employing additional workers.

3. The survey shows that the majority of companies, with the exception of manufacturing industries and those engaged in activities carried on for the Government, planned to expand their businesses during the year 1946.

4. Office managers are dissatisfied with the incompetent office workers they were obliged to hire during the war. They are eager to release those workers who are not trained for their work or are otherwise not qualified, and to hire in their places, as rapidly as they become available, well-trained and competent beginners.

5. More office workers are required now than before the war to do exactly the same amount of work. Some offices place this increase at 25 per cent, while other offices find the increase to be as high as 50 per cent. This decrease in efficiency is due to a lack of training and to indifferent attitude.

"The business office is the new frontier"

The distribution of these beginners into specific work categories in the following table will be of especial significance to teachers and guidance officers:

DISTRIBUTION OF BEGINNING OFFICE WORKERS
ESTIMATED AS NEEDED FOR ALL OFFICES
IN SEATTLE, 1946

General Clerks	2,869
Clerk Typists	1,637
Filing Clerks	1,024
Stenographers	935
Key-driven Calculator Operators	730
Record and Accounting Clerks	720
Bookkeeping Machine Operators	708
Stock Clerks	553
Office Boys and Girls	486
Cashiers	363
Switchboard Operators	325
Full-key Adding Machine Operators	297
Voice Transcribers	208
Mail and Shipping Clerks	199
Receptionists	120
Duplicating Machine Operators	95
Carriage Shift Calculator Operators	85
Ten-key Adding Machine Operators	85
Other Office Employees	1,706
TOTAL	13,145

Businessmen Look to High Schools for Office Workers

Of those who had any business training, the great majority of all beginning clerical workers in Seattle, therefore, received their entire training for entrance into these positions in the business departments of the high schools. Only 3 per cent of the 1940 graduates of all Seattle high schools went to business colleges. Further, it is shown that ten months after graduation 62 per cent of the girls and 24 per cent of the boys who were employed full time were doing clerical office work.

It is to the high schools, therefore, that the offices must turn for most of the 13,000 beginning clerical workers they need. And in 1945 the high schools trained 664 beginners. This meant that in that year there was not even a small percentage of students ready to take opportunities that were open to them. It also meant that many students went into positions without training or with inadequate training for their work and thus began their vocational life with a serious handicap.

For the immediate future the condition is no brighter, for there are not enough students now in the process of being trained in commercial subjects to fill the needs of the business offices in Seattle.

Is There Danger of Training Too Many Office Workers?

Yes, if we consider normal times as a period of continuous depression, such as we experienced from October, 1929, until the war got into full swing in 1942.

No, if normalcy means reasonably full employment.

It is true that in 1940, when the Federal Census was taken, a considerable number of the office workers in Seattle were seeking employment. But it is also true that an even larger per cent of the entire labor force was unemployed. Even in times of depression, therefore, the opportunity for employment is greatest in the clerical office field.

An inadequate number of trained workers, then, is unfortunate from the point of view of the business office, which has a right to expect the public schools to supply a reasonable number of the trained beginning workers needed. It is also unfortunate for the student who might have selected a program of studies which would have prepared him for employment in a business occupation where proficiency on at least the beginning-level would assure him employment and opportunity for advancement.

Arithmetic in the Senior High School

It is strongly recommended that training in arithmetic be required of all senior high school pupils. On the basis of demonstrated need, arithmetic is a fundamental requisite for all students, and especially for students of business. Sales personnel, buyer, and taxpayers rely on arithmetic skill. Office machine operators and bookkeepers need to apply all of the arithmetic processes, in which many of them are gravely deficient. If the difficulties they encounter in arithmetic could be decreased, their professional performance would be markedly improved.

Office managers in committee uniformly reported that the majority of students who have come to them from the Seattle high schools are lacking in arithmetic knowledge. Seeking a reason, they pointed out the fact that, while seven semesters of English are required for graduation, not one semester of arithmetic is required. This, they made clear, does not imply that they are suggesting less training in English (the value of which they thoroughly appreciate), but, rather, the desirability of training also in arithmetic at the senior high school level.

Arithmetic studied in the seventh and eighth grades is not a substitute for this suggested later training, first, because a high degree of proficiency in the skills involved in arithmetic is lost through disuse from the eighth grade to the twelfth; second, because arithmetic processes when taught as isolated skills without direct application to problem of business probably have little carry-over value for pupils in business subjects; and, third, because the seventh and eighth grade student is not sufficiently mature to understand the problems to which arithmetic principles are applied. On the other hand, taxation, insurance, credit, consumer buying, rapid calculation, and so forth, have meaning to senior high school pupils, many of whom have reached the stage in their development and in the course of their

"It is strongly recommended that training in arithmetic be required"

activities when they feel the need for study of the application of arithmetic processes to such problems. Then, and then only, does the highest degree of learning take place.

In the survey, business men placed arithmetic first in importance among the subjects in which beginning workers should attain some proficiency before they take a position. Bookkeeping, a subject closely allied to arithmetic, was ranked second in importance. The survey questionnaire gave them an opportunity to choose five from a group of nine subjects as taught in the Seattle high schools. Of the 160 managers 139 chose arithmetic; 95 of the 160 also chose bookkeeping. Algebra and foreign language were passed over as non-essential for prospective clerical office workers. This should not be interpreted to mean that office managers believe these subjects are without value but, instead, that on the basis of their experience, lack of training in these subjects in no way interfered with the workers' performance on the job.

Following is a tabulation of the results on this portion of the questionnaire, relating to the specific training needed to insure reasonable efficiency on the part of beginning office workers:

KNOWLEDGE AND ABILITIES

Number of Companies	160
1. Arithmetic fundamentals	139
2. Algebra	0
3. Bookkeeping and Accounting	95
4. Business Economics	25
5. History and Citizenship	4
6. Logical thinking, clearly stated	145
7. Following directions	56
8. Penmanship	65
9. Pleasant speech	8
10. Reading	9
11. Rhythm	10
12. Spelling	79
13. Vocabulary	42
14. Foreign Language	0

This is not surprising when it is noted that only eight per cent of the 2,786 graduates of the nine Seattle high schools studied commercial arithmetic while in the senior high school.

Typewriting Deficiencies

In conferring with teachers in the survey, office managers have emphasized the following points which those conducting such a study should take into consideration: Correlation is not high between speed and accuracy on straight copy and speed and accuracy on practical problems. Students should be given an opportunity *in school* to apply their basic typing skill to typical office typing problems, *under time* (to approximate office pressure), so that they may solve such problems efficiently when they first meet them in the unfamiliar atmosphere of the

initial job. They must learn what constitutes a mailable letter, an acceptable tabulation, a reproducible stencil, and the amount of time which business can profitably permit them to devote to producing each. Students who take office practice are now receiving that kind of training, but the proportion of typing pupils who enroll in that course is extremely small.

The following table lists the percentages of office managers who selected each of the abilities in which beginning typists are deficient as one of the three most seriously lacking:

	Per cent
1. Accuracy	79
2. Speed	45
3. Arrangement	28
4. Total production	24
5. Numbers	20
6. Spelling	19
7. Erasing	17
8. Punctuation	17
9. Proofreading	15
10. Care of typewriter	13
11. Tabulation	11
12. Carbons	3

Stenographic Deficiencies

The following table lists the percentages of office managers who selected each of the abilities in which beginning stenographers are deficient as one of the three most seriously lacking:

	Per cent
1. Ability to read shorthand notes rapidly and accurately	56
2. Letter arrangement	39
3. Ability to compose a letter	39
4. Spelling	36
5. Speed in taking dictation	30
6. Ability to type well	26
7. Knowledge of English	25
8. Punctuation	22
9. Total production	19

Merchandising

The merchandising course of study should be as complete and well defined as the stenographic or bookkeeping course of study.

Duties of Clerical Office Workers

The wide diversity of the duties required for the 15 major clerical office positions as listed in the survey questionnaire provides information that should be valuable to teachers and counselors in guiding young people in the selection of their subjects so that they will be prepared for the positions that they can fill.

Complete tabulations for the duties of all 15 positions are given in the following table:

"Occupational opportunities open to young people with business training are not sufficiently well known"

DUTIES OF CLERICAL OFFICE WORKERS

	Receptionist	Switchboard Operator	Office Boy or Girl	General Clerk	Clerk-Typist	Accounting and Recording Clerk	Filing Clerk	Mailing and Shipping Clerk	Stock Clerk	Cashier	Bkkg. Machine Operator	Calculator Operator	Dup. Machine Operator	Stenographer	Voice Transcriber
Number of companies answering	65	99	48	122	117	92	85	46	42	93	67	48	35	134	24
Use Telephone	65	99	22	97	75	67	36	29	32	79	19	16	10	113	11
File	30	18	30	70	72	51	85	18	18	41	27	12	13	98	8
Use typewriter	43	37	20	87	117	66	45	24	17	41	35	14	22	134	24
Use duplicating machine	4	4	20	24	30	10	8	23	4	2	3	2	24	38	1
Use voice transcriber	3	1	0	9	18	0	1	0	0	0	0	0	0	41	24
Use adding machine	12	4	9	60	35	63	8	4	12	54	31	24	0	26	1
Use key-driven calculator	5	5	1	44	15	40	3	1	7	18	15	48	0	11	22
Use carriage shift calculator	3	1	1	14	10	27	1	0	2	8	7	10	0	8	1
Use bookkeeping machine	0	0	1	16	8	32	1	0	0	8	67	0	0	5	0
Take dictation	16	3	1	13	30	8	2	0	0	13	2	0	2	131	10
Make bookkeeping entries	4	5	1	55	30	73	5	5	15	59	51	17	0	22	1
Meet public	56	46	10	53	23	22	8	7	8	65	7	5	2	72	4
Cut stencils	11	3	7	27	49	5	7	6	2	5	0	0	20	93	11
Other duties	19	19	35	43	29	25	20	29	18	43	9	8	9	53	7

This chart should be read as follows: Of the 65 receptionists reported, 65 had to use the telephone, 30 were required to do filing, 43 to use the typewriter, etc. Of the 122 general clerk positions, 97 used the telephone, 70 did filing, 87 used the typewriter, etc.

Desirable Traits for Office Workers

The following tabulation reveals a high degree of unanimity on the part of office managers. They were in almost entire agreement in their selection of four traits as most essential to office workers.

ESSENTIAL TRAITS

Number of Companies	157
1. Accuracy	153
2. Dependability	132
3. Cooperativeness	123
4. Acceptance of responsibilities	121
5. Neatness in work	60
6. Adaptability	56
7. Courtesy	49
8. Cheerfulness	28
9. Drive-initiative	25
10. Emotional stability	22
11. Perseverance	14
12. Physical endurance	9
13. Imagination	9
14. Grooming	6

Work Experience

A plan for cooperation between businessmen and the high school commercial departments for the provision of carefully supervised pregraduation work-experience for students preparing for clerical office positions, already functioning in the field of distributive education, should be extended to include all types of clerical workers. This would enable students to become familiar with office procedure and to adapt themselves to office routine while still perfecting their skills and learning theory. They would have direct contact with office personnel, would be required to meet production and efficiency

standards under pressure, and would have an opportunity to determine for themselves their adaptability for and their readiness to undertake the type of work for which they are preparing.

Cooperation Between Schools and Business

The Committee urges that a closer cooperation and collaboration be brought about between schools and business organizations. It is highly desirable that this survey be regarded as only an incident in a steadily functioning relationship—the opening of a permanent avenue for directing into the schools vital information concerning methods, techniques, and equipment. It is obvious that this flow of information must be a continuous process because office procedure and equipment are in a constant state of change, with which business education must keep pace.

It is recommended that business and education develop together a recurring cycle of mutually beneficial steps—helpful to business in improving production efficiency and to business education in developing and maintaining a modern training program.

Basic to the successful functioning of this collaboration would be the maintenance of the Joint Education Committee on a permanent basis, to act as a clearing-house for the exchange of information and ideas between business and the schools and as a leader to promote and policy in operation during this project—business open-direct necessary research.

Next would be the continuation of the "open house" policy in operation during this project—schools and businesses opening their doors for visitations. The resulting acquaintanceship could not but be productive in

"There is little uniformity in teaching techniques and objective standards of measuring achievements"

many areas, including placement, guidance, and in-service training.

A Supervisor of Business Education for Seattle

A full-time supervisor and curriculum director of business education should be appointed for the Seattle Public Schools. It is evident from the facts presented in this report that the needs of the community are far from being met in the adequate training of clerical workers, proprietors, and managers of business. Too few capable students are being guided into the study of commercial subjects. The occupational opportunities open to young people with business training are not sufficiently well known. The mechanical equipment in the commercial departments is inadequate. There is little uniformity in teaching techniques and objective standards of measurement of achievement. And there is little contact between business offices and the school.

All these are conditions which should be remedied if the schools are to prepare students for more effective and profitable vocational performance in the business world and to more satisfactorily fulfill their obligations to the hiring agencies as well.

A number of recommendations have been made in this report looking to the improvement of commercial education with the above ends in view. But the proper carrying out of these recommendations requires aggressive motivation, authoritative administration, and cooperative leadership.

Obviously, the full time of one person charged with full responsibility for the successful functioning of this program would be required. The title of "supervisor and curriculum director of business education" is suggested for the position.

Among the duties of the supervisor and curriculum director would be the determination of standards of achievement, the maintenance of uniformity in standards, and the encouragement of strict adherence to these fixed standards in all high schools. He would supervise the granting of certificates of proficiency, establish them as requirements for placement recommendation by the counselors and others, and attempt to make them, likewise, requisites for hiring on the part of office managers.

Research and the incorporation of the results of research into the curriculum would also be his duty. This would be a continuous process involving frequent inves-

tigation of the new methods, techniques, and short cuts developed in the business office; frequent conferences with office managers for the purpose of keeping informed of business needs; and study and evaluation of methods of classroom instruction to meet those needs. He would provide the leadership in the preparation of teaching materials and would help teachers to become acquainted with and use the most effective teaching techniques. He would recommend the fields in business education which should be required of all students. He would constantly stress the need for agreement between counselors, teachers, and administrators regarding the value and place of business education in the public school system. He would keep in contact with new business machine developments and make recommendations for purchase. He would be responsible for the allocation of equipment to schools on the basis of actual need and use, to the end that no equipment would remain idle while it is needed in another school.

A supervisor qualified to fulfill these obligations could render inestimable service both to the schools and to the business offices. [Editor's comment: A committee of educators once asked him, "What should a supervisor of business education do?" Here is an outline of the job that needs to be done in any average community. If there is a supervisor, the business teachers of that city should feel happy. If there isn't, the job needs to be done nevertheless.]

Recommendations

After this exhaustive study, the Education Committee came to the conclusion that Seattle should plan for an immediate expenditure of \$111,250 for business education equipment; that the University of Washington should change its entrance requirement so that more high school students could elect the commercial curriculum; that courses in general business be organized; that secondary education be extended to include the thirteenth and fourteenth years; that more opportunities be offered for specialization; that a program of co-operative work experience be inaugurated; that arithmetic be required of senior high school pupils; that a course in merchandising be introduced; that certificates of proficiency be offered; that schools and business work in collaboration; that Seattle engage a full-time supervisor and curriculum director of business education; and that a definite sum of money be set aside each year for the purchase of new equipment.

BLUE PRINT FOR BUSINESS EDUCATION

St. Louis Educational Committee

Blue Print for Business Education is another report of an outstanding job done by a joint committee of office managers and business educators. Just another concrete example that not only is NOMA doing a lot of talking

(which is the way democracy works), but actual results are being obtained. The report of the St. Louis Chapter is perhaps the most readily available of all the reports since it is published by the South-Western Publishing Company, Cincinnati, in the form of *Monograph No. 65*. We will not quote from this pamphlet in this issue. We suggest that you write South-Western for a free copy.

"We give no preference to high marks alone!"

An Analysis of Factors Relating to the Employability of College Graduates in Business and Industry

A survey of policy and practice in seventy major corporations.

By FRANK S. ENDICOTT
Director of Placement
Northwestern University, Evanston, Illinois

(EDITOR'S NOTE: Dr. Endicott's report of this study is too long to be reprinted in the FORUM. The editor, therefore, has taken the liberty to delete explanatory paragraphs and other materials not absolutely essential. For example, of the ten or twelve typical comments listed by Dr. Endicott, the editor has selected only two or three in each category.)

Do you give preference to those who have worked at part-time jobs while attending college?

It is fair to say that seventy per cent of these business organizations give some preference to those who have earned all or part of their way through college?

The following are a few sample comments:

1. "We feel that work experience—no matter what sort—is valuable and would prefer employees who have worked at part-time jobs."
2. "Our preference has always been to select men who have earned all or part of their way through college. We have found that a man who has had to work for his education has taken it more seriously."
3. "Other things being equal, we consider that someone who has earned all or part of his way through college has already learned some things of value that will be reflected in his work in the organization."
4. "Some preference is given to those men who have earned something toward their own college expenses. Usually such men have developed greater qualities of initiative and responsibility and have acquired a good sense of values."
5. "Having earned part of one's way through college is regarded by us as a favorable factor. We do not, however, regard it as being the sole determinant as to whether we offer employment or not. Our attitude is favorable because the individual cannot do much earning without having a better appreciation of the value of a dollar and what it means to work."

Do you find that participation in campus activities, athletics, and social organizations provides especially desirable experiences?

Ninety per cent of those who replied answered YES.
Representative responses:

1. "Yes. Our experience over a 14 year period indicates that those college graduates having had extra curricular activities and leadership responsibilities on the campus become the leaders and junior executives in industry."

2. "Definitely! Students accept responsibilities, develop leadership, grow in the job better, and are more well-rounded. The student does not allow himself to become 'pigeonholed' in industry, but takes an aggressive part in performing his duties and knows when to act and at the right time."

3. "Yes,—it develops leadership and personal qualities and the ability to work harmoniously in a group. Teamwork is essential in industry and college activities that foster team spirit are well worthwhile."

Would you prefer graduates with more specialized courses than the typical student has taken or do you feel that a broader and more general education is desirable?

Complete analysis of the responses to this question would necessitate a consideration of the type of business in which the company is engaged and the degree to which college and university graduates are employed for highly specialized and technical work. Clearly, the answer depends upon the type of position for which the individual is being considered.

"For technical employees, engineers, metallurgists, etc., we prefer that the graduate would have taken as many specialized courses as possible in his particular field. For non-technical or semi-technical positions, sales, credit, etc., we feel that it is desirable for the graduate to have had a broad education."

To what extent do you give preference to those who have earned high marks in college courses?

Some difference of opinion concerning the importance of high marks was reported. Only one-fifth of the respondents indicated that high marks were essential, especially for research and technical positions. Most of the others qualified their answer in order to make it clear that marks *alone* were not given special consideration. Personal and social qualities seem to be considered along with college marks in the hope of securing an appropriate balance between scholastic achievement and personality. In approximately one-third of the cases the response indicated that high marks were considered to be of uncertain or doubtful value.

"Many lack tolerance and are quick to criticize without knowledge of facts"

From one large corporation where departmental managers met to consider the best response to this question comes the following statement:

"We give no preference to high marks alone! We prefer students who are all-around individuals, have attained maturity, possess working experience, and have adapted themselves to practical situations in industry. High marks are not always indicative of one's abilities, although there is some correlation."

Variation of opinion regarding this question is evident from the following comments:

1. "High marks are indicative of mental capacity and ability as well as other desirable characteristics. In business, ability to think is of major importance and high marks in school usually indicate that the individual can control his mind."
2. "We are very much guided by high marks provided a normal amount of social life and extra curricular activities are indicated."
3. "We have preferred students in the upper half of their classes although the individual's all-round ability to qualify for a specific position is the governing factor."

Personality is generally recognized as important, but this term is too broad to be meaningful. Can you list some specific personal characteristics which are considered essential by your company and indicate why they are necessary?

The answers to this question included a large number of personal characteristics generally regarded as desirable. Basic qualities of honesty and loyalty were largely taken for granted. The tabulation of responses shows clearly that ability to get along with people and to meet and talk with others is fundamental in the broad area of personality. It seems clear that business and industry attach a great deal of importance to human relationships with special emphasis upon those qualities essential to meeting and working with people. One respondent comments as follows: "It is probable that in this field of personality we make our most frequent mistakes in the selection of individuals. It is essential that the individual be able to work well with other people and it is preferable that he be capable of developing the ability to supervise others." Below are the chief personal characteristics listed in order of frequency of mention:

	Cases
Ability to "get along with people" and to work co-operatively with others	49
Ability to meet and talk to people easily	35
Attractive appearance, neat and well-groomed	32
General alertness	15
Dependability	15
Industry, energy, drive and enthusiasm	15
Initiative and originality	13
Sense of humor	9
Confidence and self-assurance	9
Manners and Courtesy	7

A few representative responses to this question are reported below:

1. "Our emphasis seems to be on such things as tact, appreciation, mental integrity, etc. Intelligence, of course, cuts across

the board on all these attributes. There is little use struggling along with a person who is unable to get along with his fellow workers. Regardless of technical ability, they are ineffective and cause too much wreckage."

What is the relative importance of these factors in considering college and university graduates for employment?

In order to make it possible for respondents to evaluate these factors in terms of their relative importance a rating chart was included in the questionnaire. In determining average ratings, values were assigned as follows: Essential: 3. Important: 2. Desirable: 1. Little or no difference: 0. Sometimes a handicap: 1.

Is it possible to indicate the relative importance of the five factors mentioned above? It is recognized that much depends upon the type of work. Therefore, we are suggesting a general classification of positions which we should like you to have in mind as you make your evaluations.

1. Technical and scientific positions including accounting and statistical work.
2. Clerical and secretarial positions, including bookkeeping.
3. Supervisory and administrative positions, including personnel work.
4. Sales and promotional positions.

Relative Importance of Certain Factors Relating to the Employability of College Graduates in 70 Business and Industrial Concerns

All Types of Positions			
Personality	2.43	General Courses	1.54
Activities	1.83	Special Courses	1.37
High Marks	1.73	Part-time Work	1.13
Technical and Scientific Positions Including Accounting and Statistical Work			
High Marks	2.15	Activities	1.28
Special Courses	2.02	Part-time Work	1.00
Personality	1.95	General Courses67
Clerical and Secretarial Positions Including Bookkeeping			
Personality	2.10	Activities	1.27
High Marks	1.60	Special Courses	1.26
General Courses	1.33	Part-time Work	1.04
Supervisory and Administrative Positions			
Including Personnel Work			
Personality	2.82	High Marks	1.84
Activities	2.26	Part-time Work	1.26
General Courses	2.06	Special Courses	1.17
Sales and Promotional Positions			
Personality	2.19	Part-time Work	1.24
Activities	2.49	High Marks	1.21
General Courses	2.04	Special Courses82

What are some of the adjustments which college graduates must make after employment with your company and for which the college has not adequately prepared them?

Practically all of the adjustments mentioned in answer to this question can be classified under four main headings. This classification appears below together with the frequency with which each general problem was mentioned:

"Most schools are doing an excellent job in preparing students for work"

	<i>Cases</i>
Unrealistic attitude toward progress and what is required for advancement	46
They expect too rapid advancement	19
They fail to realize that they must contribute to the company by hard work and production	11
They desire to avoid required routine tasks	10
Unwillingness to start at or near the bottom	6
Lack of understanding of desirable relationships with fellow workers and supervisors	22
Difficulty in getting along with others and working as a member of a group	10
Lack of Tolerance of these who did not go to college—underestimation of the value of experience	9
Inability to take criticism and suggestions	2
Difficulty in making adjustment from college life to routine, detail, speed and regular hours	16
Inability to apply theory in practical situations	9

The statements which follow are typical responses to the above question:

1. "Impatience as to progress. Most students have been taught that they are being trained for important executive or leadership responsibilities but are not told that it will be a number of years before they qualify for these responsibilities. Many students are unwilling to do routine jobs in order to gain experience."
2. "One of the most difficult adjustments that must be made by the average college graduate is concerned with the ability to work well with older employees, especially those employees who are not college graduates. There is more or less of a natural resentment on the part of the older employees against younger, better educated men being brought into the Company. It is felt that colleges might do more to acquaint the graduate with this problem of adjustment."
3. "We find that many lack tolerance and are quick to criticize without knowledge of facts. We find that they lack the ability to work as a member of a group for a common goal. They would rather solve problems alone. Many desire more rapid advancement than their experience justifies."
4. "Too many handicap themselves by being unwilling to start in positions which would in the long run afford the best opportunity for development. Too many insist on going into 'titled' jobs at earnings which can be had only on specialized jobs which may not afford best long term possibility."
5. "There is a considerable amount of necessary routine in any industrial situation to which a recent graduate finds difficulty in adjusting. In many cases he is unable to reconcile himself to the fact that industry is somewhat ponderous and slow moving and that the worth of ideas must be proved, not argued. In many cases he must learn to be conscientious about his work and to avoid superficiality. He must learn that frequently he will be called upon to do work for which he can receive little or no credit."
6. "We find that most college graduates are not used to working at the speed required in most industries. We also find that some of them, even though they have graduated, have failed to learn to think clearly. They have evidently obtained their grades by being able to remember what they were taught rather than think their way through the situation."
7. "In general, graduates are not prepared to cope with the modern industrial world. This fault in training may be laid to the sheltered, academic life led by university professors. Some verification of this statement is to be found in our better experience with graduates receiving training under profes-

sors who have spent some years in industry. It is recognized that the unbiased academic viewpoint is one of the requisites for higher education but too often the student is unprepared for the realities of the business and industrial world."

8. "Most schools are doing an excellent job in preparing students for work. There are a few cases, of course, where the student does not have a suitable amount of training to handle any industrial position. This, of course, includes personality factors. Work experience in some form is valuable. Our experience with the Co-op programs has been good."

9. "Since the average university graduate is in his early twenties and is comparatively amenable, the required adjustments are not serious and of no great problem. A participation in college life gives him the principal assets with which he can meet the problems of adjustment."

We are interested in any suggestions you may have for post-war programs in higher institutions. What can be done by colleges and universities to meet more adequately the needs of business and industry for trained personnel?

	<i>Cases</i>
More emphasis on fundamentals, basic courses, and broad general education	6
More lectures by experienced business leaders	6
More carefully planned programs for each individual student in terms of his needs and his strong points	5
More emphasis upon public speaking, letter writing, and "utilitarian English"	5
More and closer contact between business and higher institutions	5
Avoid cutting or "streamlining" the post-war programs	4
More use of interest, aptitude and other tests	3
Summer employment in industry for counselors and professors	2
Determine more clearly the purpose or purposes of higher education in relation to business and industry	2
Better balance between technical and general courses	2
Avoid a stampede to "glamour" jobs and to the field of personnel work	2

ISSUE AND SERVICES EDITORS

October (1947) Shorthand, Thelma M. Potter, Teachers College, Columbia University, New York 27, N. Y.

November (1947) Typewriting, John L. Rowe, Boston University, Boston, Massachusetts.

December (1947) Bookkeeping & Accounting, Milton C. Olson, Ball State Teachers College, Muncie, Indiana.

January (1948) Office and Clerical Practice, James R. Meehan, Hunter College, 695 Park Ave., New York, N. Y.

February (1948) General Clerical, Helen B. Borland, University of Colorado, Boulder, Colorado.

March (1948) Basic Business, Harold B. Gilbreth, Winthrop College, Rock Hill, S. Carolina.

April (1948) Distributive Occupations, William R. Blackler, Bureau of Business Education, Sacramento 14, California.

May (1948) Office Standards and Cooperation with Business, Harm Harms, Capital University, Columbus 9, Ohio.

"Vocational divorces are caused, they don't just happen"

"As Off to Work We Go!"

The thrill of accomplishment, the tingling feeling of responsibility, the joy of constructive action.

By CLOYD STENIMETZ

Training Director

The Fibreglas Company, Newark, Ohio

The great day arrives! The job is no longer a vagary. It is just around the corner. Now comes independence in a fuller sense than has ever before been enjoyed. Anticipating this moment as much as a three year-old yearning for Christmas, newly hired Mary and Joe are saying, "Things purchased from now on are truly mine. Not gifts from fond parents. No obligations attached—mine! Mine, because I earned it! I can live my life more completely as I, myself, desire it."

Oh, what a wonderful day this is—or should be—for each young man and woman. The thrill of accomplishment, the tingling feeling of responsibility. The joy of constructive action.

School and teachers have helped make this moment possible. Knowledge required to do the job has been provided. Skill to perform the work has been developed under supervision. Now these are to be united into rewarded action. Why, then, with all of this hope, anticipation and preparation do so many matings of people to jobs soon lose their sparkle and frequently fail?

Vocational divorces are caused, they don't just happen. Many failures can be traced to a lack of vocational perspective. Too much attention has been focused on the specific job duties and too little on the vocational setting of which the job and job-holder are just a part. It is like the woodsman who becomes so engrossed in the growth of an individual sapling that the forest in which it grows and of which it is a very small part appears strange, foreboding, and uncomfortable.

Before an employee can feel comfortable and possess a sense of belongingness in a work situation, he or she must know much more than "how" to do a job. That job's relation to the purpose of the business and the purpose of the business itself must be seen and understood. How all of the other people and positions fit into the total picture must be appreciated. Knowledge of the

"people" of an organization is the heating plant that gives warmth and comfort to a job that would otherwise be dreary, cold, and discouraging.

Realization of the need for vocational orientation has resulted in more employers providing regular induction programs. They have found from bitter experience that a lack of such understanding is extremely costly in terms of lackadaisical, inefficient performance and in needless labor turnover. Yet the number of concerns who have discovered this truth is small as compared with the total number of employers. This sets up a problem for the beginner and for his vocational teacher.

There is little need for a new worker to be without this help. If the employed doesn't furnish it voluntarily it can still be secured. When its importance is recognized by the worker, he will seek out the information. Here is where a vocational teacher with foresight can render invaluable assistance.

What is needed to supply this vocational perspective which gives purpose, meaning and appreciation to a job so that co-operation is instantaneous, warm and lasting?

Six Views of Employment

Six views of employment environment will do much to make for mutually satisfactory vocational mating. The first is the history of the product or service for which the organization and job exists. There is romance in every vocational situation when eyes are open to see it. Whether it is the story of glass, steel, banking or medicine, there is glamour to be found in a milk bottle, nail, penny or pill. The bank and bakery, law office and laundry all have a thrilling story that also justifies in the mind of the worker the rightness of their work—the worthwhileness of their vocation.

The second view is the history of the immediate employer—be it a corporation, partnership or individual. Its struggles and successes make "truth stranger than fiction." The older firms have, of course, more of a past

"There is romance in every vocational situation when eyes are open to see it"

to relate. New concerns have or should have just as much to offer in terms of future plans and hopes. When one is made familiar with the sacrifices of the past and the hopes of the future, a sense of being a part develops and responsibility is shared.

View three is the organization of the corporation, plant, store, or office. Who are the people of the organization? Who answers to whom? In large organizations, of course, this would have to cover top-management and intermediate departments limitedly while the immediate department would receive detailed treatment. It should finally narrow down to specifically defined channels for the new employee. Too many bosses is a common cause of trouble particularly in a small organization or office.

A fourth view comes from a "plant" tour. For a manufacturing concern this means a peak at production processes and products and an opportunity to learn how supporting departments operate. For a retail store it could be by departments if large enough, including receiving, shipping, warehousing and offices. For an office it should still be a trip between desks, storage closets, basement and even outside suppliers.

Employment benefits furnish a fifth view. There are often a great many benefits besides the pay check. These vary between organizations. Some of the more common are hospital, health, and life insurance; special training; medical services; recreational and social activities; purchase of products at a discount; credit union, etc. The value of all of these should be understood so that they can be appreciated.

The compensation plan should be clearly presented. This will include rate of pay; when, how and where paid. What constitutes the work day and work week? What about premium time, holidays, vacations, and sick relief? What about suggestions and incentive plans? And what about the "deducts"—especially the withholding tax. What will the "take-home" pay be? Safety instructions and good housekeeping policies need to be definitely known at the very start. What are the comfort facilities including wash room, eating facilities, rest room and use of the telephone?

Since nearly every job involves relationship with other workers in a fairly intimate manner, the sixth view should make the new worker quickly acquainted with his fellow workers. Introductions to be sure! But more than that is needed. The link of belongingness is further welded by an explanation of each worker's responsibilities, his service record with the company, his hobbies and habits.

Vocational perspective needs to be obtained early. If it is not provided in a planned manner, the schools should tell the worker the things he should know so that he may tactfully set about to acquire this information. The very process of acquiring such information will make friends and entrench his acceptance by the older employees. Vocational teachers should be acquainted with as many of these facts as possible.

With the above over-view and inner-view, minor irritations will be minimized and their sting removed through the knowledge of full value of the vocational opportunity.

FIRST INTERNATIONAL CONFERENCE ON BUSINESS EDUCATION

The Business Education Department of Teachers College, Columbia University will hold the first of a series of conferences on International Business Education on Friday and Saturday, July 25 and 26. The theme of the first conference will be "Business Education Around the World."

The program will begin Friday afternoon, July 25, with a trip to the United Nations headquarters at Lake Success, to be followed with a dinner at one of the international eating places in New York City.

Saturday morning will be devoted to discussions and displays of business education in other countries of the world. Speakers from other countries will tell about the problems facing business education abroad and what American business education can do to bring about better understandings and relationships.

There will also be an exhibit of publications and office equipment.

The International Society for Business Education is planning a conference in New York within the next two or three years, and this conference is being set up now for the purpose of bringing about a more thorough understanding of business education in countries other than our own so that when the International Society does come to New York we shall have a better understanding of the ways of working with them.

Everyone interested in attending the conference is invited to do so. If you wish to participate and attend the sessions, please send in your name now in order that provisions can be made for you. Please indicate whether or not you will want to visit the United Nations headquarters and attend the international dinner. Address your communications to Professor Hamden L. Forkner, Head of the Department of Business Education, Teachers College, Columbia University.

Businessmen Comment on Standards

Business men define factors of personality, knowledge, and skills.

Synopsis by HARM HARMS
Capital University, Columbus, Ohio

The following comments were selected from replies contained in a questionnaire survey made by Noma Education Committees of Area Seven. Many similar surveys have been made. This one differs in that businessmen were asked to name the actual factors—specific items rather than broad generalizations like initiative, alertness, energy, resourcefulness, etc., which unless defined mean little to the average reader and less to the student.

Chairman of the various Noma Education Committees in Area Seven are as follows:

Karl M. Maukert, Pittsburgh, Pennsylvania
C. P. Sullivan, Moundsville, West Virginia
W. E. Harbottle, Dayton, Ohio
Lee E. Dentinger, Louisville, Kentucky
Garland S. Harris, Huntington, West Virginia
George W. Hurst, Cincinnati, Ohio
Harm Harms, Columbus, Ohio; Chairman, Area Seven

Personality

I. From your experience please list some personality factors, yes, the little things, that you noticed about your office employees that appealed to you particularly:

1. Reliable—not just when the boss is around.
2. Willing to consider group interest more important than personal desires.
3. Punctual and free from unnecessary absence.
4. Using initiative in undertaking new work that has never been handled before, or finishing a job when someone else has had to stop.
5. Co-operation in completing work requiring more than one person's handling.
6. Willingness to accept jobs that may not be as desirable as others work, but just as important.
7. Ability to remain cool and calm no matter how pushed one is.
8. Good judgment—horse sense.
9. Willingness to learn other little things about our business.
10. Co-operation with the employees in each department—being friendly toward each other.
11. Enthusiasm toward your work and the success of the business as a whole.

12. An alert, neat and industrious appearance.
13. Good health.
14. Willingness to accept responsibility for doing a job satisfactorily and keeping it up to date—confidence.
15. A pleasant smile and greeting visitors by calling them by name when they enter the office.
16. An enthusiastic willingness to join in general office functions and joint efforts—picnics, training programs, etc.
17. Consideration for department heads in notifying them as soon as possible of absence or delays.
18. Proper attention to care of company's equipment.
19. Willingness to contribute to charitable community organizations endorsed by the company.
20. Keeping desk orderly—inside and out.
21. When an employee answers, "Yes, I'll do it, if I can," even before she knows what is involved.
22. Willing to stay at her desk even though the whistle has sounded, when a job needs finishing.
23. Observes the rules of the company about the telephone usage and relief time.

II. List some things having to do with the general field of personality: attitudes, dress, etc., concerning which you were *not* well pleased:

1. Lack of congeniality in assisting with emergency duties due to sickness, etc.
2. Giving the impression of over importance in dealing with customers or others.
3. Putting on makeup after arriving at work.
4. Failure to listen to complete instructions before beginning a new job.
5. Wasting the last twenty or thirty minutes before lunch time or closing time because there isn't enough time to finish any work started at this time.
6. Putting off doing a job at the time assigned until the next morning, and consequently forgetting to do the job.
7. Excessive time in rest rooms.
8. Too much talking on non-business subjects.
9. The "complaining" type about personal ailments, working conditions, office equipment.
10. The "groove type"—learn only so much as is needed to "Get by."
11. Wanting advancement regardless of merit.
12. Lack of care of office papers.
13. Bossy toward subordinates; resents higher authority.
14. Inability to use "idle time" constructively.

"Students should realize the importance of asking questions"

15. Criticism of fellow employees openly.
16. Lack of initiative—require constant prodding.

Knowledge

I. What general business information did your office workers have at their command that particularly pleased you, that came in handy at the right time?

1. A natural liking for numbers—"a good arithmetician."
2. Adaptability to irregular work with minimum of coaching.
3. Some knowledge of general community activity and interest therein.
4. Some general knowledge of competitive business and policies.
5. Editorial talent—authoritative knowledge of written English.
6. Perform duties with minimum of direct supervision.
7. Knowledge of banking details—stop payments, endorsements, etc.
8. Knowledge of office machines, ribbons, and location of mechanical trouble.
9. A good knowledge of geographical locations.
10. Ability to write a good letter.
11. Knowledge of proper methods in preparing statistical statements on typewriter.
12. Knowledge of filing methods and systems.
13. Special art work on mimeoscope.
14. Evening school studies which gave the individual some background for the next job ahead.

II. What information did you feel your office workers should have had at their command and did not?

1. English, particularly the old hurdles of effect and affect; would and should; and shall and will; and its and it's; and syllabification—punctuation and grammar.
2. Ability to read and understand words. Students to whom we've been exposed just don't read.
3. Acquaintance with general office terms such as credits and debits, Dun and Bradstreet, and what it means. It doesn't take much time to teach, but we shouldn't have to do it all.
4. Comprehension of even simple instructions.
5. Ability to advance in responsibility.
6. Training to cut ditto copy.
7. Ability to converse intelligently on the telephone.
8. Carbon copies.
9. Second page of letters.
10. Numerals and characters on typewriter.
11. How to erase, to clean typewriter, and to change ribbons.
12. Knowledge of the employee's responsibility toward the employer; of giving value for value received. They have very little appreciation of the time wasted in personal conversations.
13. General understanding of business procedure (selling terms, shipping methods, use of proper records and necessity for them.)
14. Familiarity with basic business instruments, such as invoices, remittance statements, sight-drafts as opposed to collection drafts, bills of lading, production orders, etc.
15. How to work with percentages and decimals; add and subtract two sum amounts without running to an adding machine.
16. Purpose of assigned work.
17. Good memory.
18. Ability to write legibly and make legible figures.
19. Where to learn what they need to know.
20. Importance of confidential information.
21. Correct enunciation and the voice with a smile.

Skills

I. In what skills are the workers under consideration not well prepared?

1. In touch typing. There is about one out of ten who is a genuine touch typist with potential capacity for really fast and accurate typing. Some are accurate, some fast, but truly few both fast and accurate.
2. Proper command of English, spelling and grammar.
3. Not trained to use dictionary—spelling general weakness.
4. Tabulated typing.
5. Set up of letters.
6. Basic understanding of bookkeeping principles.
7. Simple arithmetic and proportion.
8. Ability to make neat corrections of errors—the "know how" of erasing.
9. Tricks and shortcuts in office work—mental arithmetic.
10. Use of calculators, adding machines, etc.
11. Transcription rate is usually not high enough with beginners.
12. Meeting the public.
13. How to prepare the correct carbon copies and use multiple copy forms.

II. If you have established some definite standards, such as speed and accuracy in typewriting, number of envelopes typed per hour, output at the addressograph, number of letters or lines to be transcribed from either shorthand or voice-written cylinder, please list them:

1. Two cylinders per hour (about 7 one-page letters) in centralized Transcribing Department.
2. Billing (continuous forms)—110 per hour.
3. Correspondence (including typing own letters)—4 per hour.
4. Making addressograph plates—90 per hour.
5. Pricing orders—110 per hour.
6. Employment standards: Typist, 35 w.p.m.; Stenographer, shorthand, 85 w.p.m.; Secretary, typing, 50—shorthand, 100.
7. Fifty words per minute written with accuracy on the typewriter constitute acceptable typists.
8. Typing envelopes—150-200 per hour.
9. Addressograph plates—cut 1 per minute.

Miscellaneous

Please list any opinions you wish to express that you feel are pertinent to this whole field of standards:

1. Too many workers come to us that are still in their childhood. They shirk responsibility, lack in respect for authority and welcome any excuse not to work. This is on the increase due to the Federal Government's employing so many white collar workers.
2. We think "standards" are very desirable where great volume of production is an essential. In our work quality of production rather than quantity is desirable, and most of our jobs require a considerable variety of duties.
3. Schools need a better variety of equipment in order to do office practice work.
4. There is need for more typing on business forms instead of on blank sheets of paper. There is too much emphasis on typing speed alone.
5. There should be more emphasis on the importance of taking an interest in the office work being done. This interest speeds the learning process and makes the work more pleasant.
6. There should be more office practice under conditions as nearly possible like actual office conditions.

7. It would help to have more stress on the importance of getting along with fellow employees. Improved morale definitely makes possible the maintenance of higher standards.
8. Educators should realize that the lack of office skills seldom causes employees to be discharged. Most discharges come from inability to get along with fellow employees, lack of interest, poor attendance records, etc.
9. In my opinion, real results from setting up office standards cannot be accomplished under the present labor market. Today it is necessary to hire sub-standard employees to fill the ranks.
10. Students should realize the importance of asking questions.
11. Depending on the branch of office work to be followed, some points carry more weight than others, but if applicants, could be catalogued by skills, determined at a central agency, unbiased and neutral, it would have a tremendous training problem. For instance, a stenographer—grade A—it would presuppose: 1. A definite speed to receive dictation; 2. A definite speed to transcribe; 3. A reasonably correct use of English and spelling. Any applicant at this central agency would take the test and her rating determined. It would prevent her from having an overrated opinion of her own skills, and she would be paid for her work in the bracket in which her skills determine.
Company standards vary and the use of general standards for company standards are valueless unless factored to the company. Our experience has been that we have hired bookkeepers who are just ordinary clerks, and again, we have hired clerks who were good bookkeepers, but it takes time and money to find this out.
We have hired payroll clerks with a good background with another company, who fail to pass our simplest tests. I believe a general classification of standards for use in checking references, is a good idea and should be cultivated at least, from our angle. I am definitely in sympathy with a standards program.
12. There are needs for standards. Doubt if enough office managers know what is done and what should be done. I believe schools can do much in working with business in setting standards and acquainting students with what business expects.
13. Sometimes it seems that education of clerical workers is pin-pointed on secretarial skills or bookkeeping skills exclusively as the student elects, which leaves a great barrenness in general office clerical fields, which usually outnumber all the others.
14. If our teachers could develop in their students a genuine curiosity about their jobs, the students would be far easier to teach. They just won't reach out; we must hand everything to them, in doses small enough to be handled.

EDUCATION FOR BUSINESS

Among the fine publications reporting the conclusions of various NOMA Education Committees, is the one from the Toronto Chapter. At the last minute this article had to be omitted because of insufficient space.

Distributive Occupations

(Continued from page 8)

Slides

The old reliable $3\frac{1}{4} \times 4$ " lantern slides are still valuable teaching aids. Many of these slides may be purchased from your local visual aid dealer. The Keystone View Company, Meadville, Pennsylvania has been, for sometime, a distributor of lantern slides covering many business education subjects. One should be sure to check state libraries, museums and colleges in the area for suitable slides.

MAY, 1947 :

UNITED-NOMA BUSINESS ENTRANCE TESTS

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under joint sponsorship of

National Office Management Association

and

United Business Education Association

The United-Noma Business Entrance Tests are designed to determine the degree of knowledge and skill acquired in the performance of six major office areas—filing, machine calculation, bookkeeping, typewriting, and stenography. A fundamentals and general information test is complimentary when used with one or more of these tests.

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A descriptive folder may be obtained from Executive Secretary,
United Business Education Association, 1201 Sixteenth St., N. W.,
Washington 6, D. C.

The newer 2 x 2" slides are intriguing. It is little trouble to make colored slides with an inexpensive 35 mm. camera. A roll of film which will provide twenty (20) slides may be purchased for approximately \$2.77. There is no extra charge, and it is merely necessary to take the picture and mail it to the company. They are returned in slide form ready for projection.

A lantern slide projector can usually be converted to project 2 x 2" slides by means of a special attachment. Some of the opaque models can also project both $3\frac{1}{4} \times 4$ " and 2 x 2" slides by adding attachments. The Tri-Purpose Projector and a few others can handle both filmstrip and 2 x 2" slides. Individual 2 x 2" slide projectors, such as the Kodaslide Projector, are inexpensive and easy to operate. These projectors and cameras may be purchased from local photography stores.

Visualcast

This is a comparatively new type of projector which is being distributed by the Vietrolite Industries, 2414 W. Slausen Avenue, Los Angeles, California. It is a compact unit placed at the front of a classroom, about 6 or 7 feet from the wall or blackboard, which projects as the instructor writes. Its application in teaching stenography, bookkeeping, business arithmetic and office practice is obvious. All types of business forms, such as invoices, ledgers, and sales checks may be converted to transparencies and projected in a similar manner. These transparencies may be made from your forms by local photographers, or the Vietrolite Industries.

Flash Cards

The use of this visual aid technique is of great value to all subject fields in business education. It consists merely of a series of cards containing pertinent points and highlighted ideas about the subject matter. Such cards may be used to introduce a lesson, for lesson presentation, or for testing and review. Several simple methods for preparing flash cards are listed in a book entitled "The Preparation and Use of Visual Aids."¹

Opaque Projector

This projector should be considered a **MUST** in a modern business education department. If possible, the projector should be a part of the permanent equipment of each classroom. The opaque projector is heartily recommended as a basic piece of equipment and should be given first place on the list of necessary projection visual aids. Illustrations, magazines, textbooks, photographs, newspapers, and pictures may be projected on a screen simply by inserting such items in the machine. The Bausch and Lomb Optical Company projector will project 6 x 6" of the inserted material and the Beseler Model OA3 projecting as much as 7½ x 10" of the copy. Small opaque objects, such as textile swatches, electrical supplies, watches, coins, and paper money may also be projected on a screen in a similar manner. These projectors are comparatively inexpensive, some models selling for slightly over \$100 and may be purchased at most local photography stores.

Motion Pictures

This valuable visual aid should be an important part of all carefully planned business education programs. Lessons involving morale building, attitude development and "timing" in a continuous skilled job are examples of units of work that may be best presented through motion pictures. It is true that the motion picture is a rather expensive visual aid but there are a large number of good industrial and business sponsored films which are available free of charge. Others are available at nominal rental fees. The source list following the next section of this article names motion pictures that may be used in all phases of business education. It would be an ideal situation to have every classroom equipped with a sound motion picture projector and built-in-the-wall type speaker and screen. However, for the time being, it would be satisfactory to recommend at least one motion picture projector for the exclusive use of the business education department. Perhaps in some small high schools one projector will have to suffice for the whole school. The various models on the market, such as the Ampro, Bell and Howell, DeVry, Eastman Kodak, Holmes, Nateo, R.C.A. and the Victor Animatograph vary slightly in operation and cost. They are priced at approximately \$500 to \$600. Before buying a projector, several models should be demonstrated at the school. All reliable dealers are pleased to demonstrate and it is recommended that schools do business with a distributor in the local area. This assures a source of

¹Chap. 12, Prentice-Hall, Inc., 70 Fifth Avenue, N. Y., N. Y., 1946, Packer, H. Q. and Haas, Kenneth B.

up-to-date information on new or advancements in the field and also a nearby source for projector parts and service.

Discussional Filmstrip and Sound Slidefilm Projectors

Many instructors feel that filmstrips and slidefilms are just as effective as motion pictures in teaching information and skill lessons. Filmstrips and slidefilms are both strips of 35 mm. film containing individual frames of pictures or other material. These individual frames are projected on a screen as they are advanced in the projector. The discussional filmstrip has the text content directly on the film. Each frame may be observed or discussed as long as necessary. The sound slidefilm has the text on an accompanying record which is synchronized with the film. Each frame is advanced by the operator when indicated by the record. (Eventually an electronic device will make this process automatic.)

Filmstrip and slidefilms and the projectors are much less expensive than motion pictures and the motion picture projector. These should be made basic visual aid equipment for each classroom. Small filmstrip projectors may be purchased for as little as \$25 or \$30. However, a sound slidefilm projector, (projector with synchronized record player), such as the Illustravox Junior, may be purchased now for approximately \$120. Both discussional filmstrip and sound slidefilm may be projected on the latter and this would seem to make it the best buy for the business education department. Check



New Second Edition

ENGLISH FOR BUSINESS USE

By Charles G. Reigner

Here is a business English text which covers all aspects of the subject—grammar, sentence structure, punctuation, capitalization, word study, personal letters, business correspondence, and all other forms of business writing.

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with the local photographer or visual aid dealer for other prices and models of these projectors. A source list for discussion filmstrip and sound slidefilm will be found in the following section.

Source List of Visual Aids for Business Education

The aim of the business education department should be to develop gradually their library of basic visual aids. Hold committee meetings, (if possible, have the principal sit-in on these meetings), survey all sources, find out what is needed, determine costs, and then make plans to get sufficient funds. Superintendents in many cases have not set up funds for visual aids because they have *not* been requested by the principal and teachers. In case funds are not available, investigate other sources such as P. T. A.'s and school activities for which a small fee may be charged. Think of these visual aids as you do about textbooks. However, until sufficient appropriations are available for your department, make use of the State Department of Education libraries, university libraries, commercial and other distributors in your area. A large number of suitable visual aids for business education will be found listed in the following directories:

1. "Visual Aids for Business Education," Training Aids Service of the College Library, New Jersey State Teachers College, Montclair, New Jersey.
2. "Visual Aids for Merchandising, Salesmanship and the Distributive Occupations," Harry Q. Packer, State Supervisor of Distributive Education, State Department of Education, Charleston, West Virginia.
3. "The Education Film Guide," The H. W. Wilson Company, New York, New York.
4. "1,000 and One," The Blue Book of Non-Theatrical Films, The Educational Screen, Chicago, Illinois.
5. Directory of U. S. Government Films, U. S. Film Service, Washington, D. C.
6. "Sources of Visual Aids and Equipment for Instructional Use in Schools," Pamphlet No. 80, United States Government Printing Office, Washington, D. C.
7. "The Educator's Guide to Free Films," Educator's Progress Service, Randolph, Wisconsin.
8. "Training Film Directory (Merchandising)," National Retail Dry Goods Association, 100 West 31st Street, New York, N. Y.
9. Journal of Business Education, January and February, 1947.

Shorthand

(Continued from page 9)

SYLLABICATION

Contributed by Juanita M. Rauch, Packard Commercial School, New York, N. Y.

Syllabication has been a stumbling block for both my typewriting and beginning transcription classes. There seemed to be two causes for this: (1) the lack of knowledge as to where the word was syllabized according to the dictionary; (2) the lack of knowledge as to how to apply typewriting rules to the syllables from the dictionary. So I have been trying the following project.

Five to ten words are selected from the day's assignment, including some misspelled words from previous assignments. These are dictated and the students type them in a column down the side of the paper. The spelling is checked by calling on various students who spell the words orally. In the second column, the words are

syllabized using the hyphen for syllable division. These are checked in the same manner, and I write them on the board, explaining all difficult ones. In the third column the words are divided according to typing rules. As these are checked the student gives the reason for the division or for no division. To vary the situation, sometimes the following directions are given: Where would you divide the word if the bell rang on the typing of the second letter, the third letter, the fourth letter, etc.?

This exercise has proved valuable as it has made the students alert and conscious of syllables and spelling; it has improved their spelling and enlarged their vocabularies; it is speeding up their transcription and typing rates as looking in the dictionary does consume time; but it does not slight the "dictionary habit" as each word incorrectly divided is considered misspelled.

This exercise should not be too long or involved, but it does work well as a short opening project for a class.

TRANSCRIPTION FORM LETTERS

Contributed by Shirley T. Schlamowitz, Arthur S. Somers Jr. High School No. 252, Brooklyn, New York.

Many transcription teachers are confronted with the problem of teaching transcription in a realistic and efficient manner to pupils who possess a minimum of skill in, and knowledge of, typewriting. The intensity of this problem is heightened when the transcription material consists of business letters predominantly and when the beginning transcription student is not skilful in the technique of planning and setting-up letters.

In the transcription class, the problem of transcribing letters in such a situation may be solved by using the procedure for teaching the form letter in typing, but with a few variations. The filling-in of form letters (inside address and salutation) is a desirable approach to the introduction of letter writing to the typewriting student. This procedure, it is found, develops the student's eye judgment and thus letter placement is no task. Rather than omit the inside address and salutation and include the body of the letter, as is done for the typewriting student, we may well reverse the procedure in transcription by setting up the complete framework of a letter — address, salutation, complimentary close, initials — but omitting the body of the letter which is to be dictated and filled in by the student.

This procedure, used in the elementary stages of transcription training, will relieve a little of the strain and stress incurred by having to learn the mechanics of letter setup at the same time that the complexities of the transcription skill are being presented for the first time.

PROFESSIONAL CORRECTIONS

Contributed by Frances Kalis, Metropolitan Life Insurance Company, Training Department.

Inasmuch as the quality of the paper these days is inferior, it is more important than ever, for the teacher to instruct potential stenographers how to make really professional corrections. Here are two good "tricks of the trade" which are used by the girls at the Metropolitan Life Insurance Company:

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A revision of this well-known text, providing a first-year course in accounting, with accepted principles arranged in an orderly fashion to capture and hold the student's interest. Nearly every chapter has been enlarged and clarified; illustrative material has been added; and the problems are all new and much extended. Six *Practice Sets* and a *Teacher's Key* are available.

TEXTBOOK OF SALESMANSHIP

By FREDERIC A. RUSSELL and FRANK H. BEACH, University of Illinois. Third edition. 581 pages, \$4.00

This is, in the true sense of the word, a textbook of salesmanship, characterized by orderly, logical organization and by the judicious balance between theory and its practical, commonsense applications.

INTRODUCTION TO BUSINESS

By EDWIN H. SPENGLER and JACOB KLEIN, Brooklyn College. Second edition. 786 pages, \$4.50

A survey treatment of business, introducing the student to procedure in business, the terms used, methods followed, problems encountered and ways in which they are handled. Provides a background for courses in statistics, accounting, insurance, factory management, marketing, business finance, taxation, and public finance.

ESSENTIAL BUSINESS MATHEMATICS

By LLEWELLYN R. SNYDER, San Francisco Junior College. *McGraw-Hill Publications in Business Education.* 434 pages, \$2.75

A collegiate text in arithmetic. Presents the fundamentals of business mathematics, including refresher work in computation and an introduction to the arithmetical essentials of concurrent and subsequent work in accounting, investments, business finance, real estate, and related subjects. No algebra required.

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First—instead of using an eraser for a correction, some of the more experienced workers used the X-acto knife. This knife enables one to "scratch" out the stubborn letters and particularly the dots over the i and j. Several girls are so skilful in the use of the knife that they strike over errors and use the knife to eliminate only the visible parts of the incorrect stroke.

Second—white chalk is used to minimize the smudges of erasures. When erasures leave a dark mark on the paper, use white chalk on the reverse side of the paper or on both sides.

FOR THE LEFT-HANDED WRITER

Contributed by Miriam I. Goldin, Red Bank High School, Red Bank, New Jersey.

As a left-handed writer of shorthand, I find it difficult to write my notes in a shorthand tablet in the usual manner, that is, to start writing from the left column and then proceed to the right column of the tablet.

I suggest to my left-handed students and find that it works quite adequately, that they start writing their notes at the top of the right columns only and proceed through the tablet in this manner. No paper is wasted, as the book may be turned around and each column utilized as it is needed.

Typewriting

(Continued from page 10)

Saving Time in Getting Started

It is interesting to observe just how much time is lost in getting started with the day's lesson in typewriting. It is only natural for students to postpone their classroom activities as long as possible during the change of periods. To overcome this natural tendency to dawdle until the teacher calls the class to attention, the following device has been employed with considerable success:

One minute after the class period officially begins, the students should have completed the following warm-up drills—3-5 lines of the adjacent letter drill, 3-5 lines of the expert's rhythm drill, and 3-5 lines of the alphabet. The number of lines to be completed will depend upon the various stages of skill development of the class.

Another definite advantage of such a device is that the students receive the benefit of a warm-up exercise before they begin typing the assigned lesson. Every typist and stenographer should have a little warm-up exercise at the machine before beginning work. The above procedure not only provides for this necessary warm-up activity, but it also succeeds in getting the students down to business with a minimum loss of time. It is interesting to observe how the students will march briskly into the classroom, minding their own business, getting their materials placed at the machine, and having their drills ready to hand to the teacher one minute after the class begins. If the teacher gives a bonus or employs a similar motivating device for those who have typed more than the expected number of lines (depending upon the stage of skill development), students will make a special effort to avoid any distractions and get down to work.

It is important for the teacher to collect these warm-up drills. It is not necessary to check these drills for accuracy since they are not accuracy drills. These are speed drills — speed in warming-up, and speed in getting started — therefore emphasis should be placed upon the number of lines completed. By using a system of checking off the work, the student realizes that he is expected to have it done.

Some of you will say that the student who was detained for a few seconds in the hall talking with his friend will type this required assignment so fast and inaccurately that it will mean nothing and as a result do more harm than good. It is hoped that a few of them will be detained in the halls as then they will be required to force for speed in order to catch up and complete

Office Machines

(Continued from page 12)

tions in a lesson or two, the learner we are talking about will require a week or possibly several weeks to learn the same skills. The bright pupil will receive credit for having learned many operations and the less fortunate one will receive the same amount of credit for having learned the one or two operations.

Are We Consistent?

One of the strange things about the psychology of personality is that none of us would penalize the learner with only one hand who took two to three times as long to learn to typewrite as other students; but we do not hesitate to penalize the child with only *half the amount of intelligence* who takes two or three times as long to learn a skill. Such lack of consistency is unexplainable, but we have evidence of it on every side. We need to reconsider our educational philosophy if we are to give every child an opportunity to achieve his best in our schools.

Someone will say, "No employer wants to be bothered with these slow learners. They will not employ them nor keep them after they are employed." Such statements are contrary to the facts. Studies have shown that large numbers of persons are employed in office occupations with intelligence ratings that are far below what most of us in business education consider to be the minimum to be successful in our classes. But these persons acquired their education and training, for the most

General Clerical

(Continued from page 13)

their function in the office. The time clock, dating or numbering machines, check writers, and various mailing machines might be included here.

As a result of your investigation, you may find that machines are only part-time tools for the average clerical worker in your community. How are you to provide training in the other aspects of clerical work? Many of the non-machine skills are repetitive operations that require a high degree of skill to function in a production situation. They offer valuable opportunities for the teacher to work on simplification of motions and stand-

ardization of performance, but because of the amount of materials required for practice, the teacher must look outside of her classroom for the completion of her training program.

For those schools which do not have cooperative work programs, the school offices can provide clerical training which is of comparable value. Assigning students to the main offices, departmental offices, the cafeteria, or to the school library, may have the advantage of more sympathetic supervision and a planned gradation of responsibilities. If such a program is used, the plans must be as carefully laid as they would be for the regular cooperative program. A survey of possible training opportunities can be compiled by the office practice teacher

SERVICE EDITOR'S NOTE—The "theory of three" and "saving time in getting started" are two procedures devised by your editor to facilitate economy in skill-building. He has found these devices particularly helpful in his classes and would like to pass them on to you. This is your service column. If you have developed any special devices or techniques in the teaching of typewriting why not send them to your Typewriting Editor in order that we all might profit. Let us make this a real Service Column.

part, without the help of the school. Is it any wonder, then, that education has to fight for its right to have high salaries, good equipment, and decent buildings when a large percentage of the population cannot look back upon their school experiences with satisfaction and gratification?

What Can We Do?

What are some of these simple operations which we have referred to? Among them are such operations as simple alphabetic filing, sorting for filing, typing routine forms, computing the accuracy of sales tickets, running various types of duplicating machines, folding and stuffing of mailing pieces, adding time cards and proving their accuracy, extending invoices, and proving their accuracy on computing machines of various kinds, switchboard operations, and many others. The business teacher will recognize that these are parts of larger units of instruction that are designed for the more able student. Our job is to break these larger units down into smaller units for the less able and let the student concentrate on them until he is expert at one of them. He is then given a certificate indicating specifically what he can do, so that the employer has definite information before him when he employs the individual.

If business education is to be realistic, it will find many opportunities to build for better public relations and better education by providing a curriculum that is geared not only to the students' abilities but also to employers' needs.

in cooperation with the school secretary, the librarian, and other teachers who wish to participate. A suggestive list of clerical jobs that exist in the school office, for example, might begin as follows:

<i>Clerical Jobs</i>	<i>Related Jobs in School Office</i>
Sorting	Sort student schedule cards by class or other groups. Sort incoming cards, papers, etc., according to destination.
Checking	Check notices sent and reports received against list of teachers' names. Examine students' program cards for completeness. Compare combined list of absentees (or truants) with original records.
Handling Mail	Sort mail.
Incoming	Open packages and check against invoice. Sign mail and express receipts.
Outgoing	Seal and stuff envelopes. Sort mail to be stamped.
Routine Check	Dust desks and counter. Replenish miscellaneous supplies and paper. Change ribbons or paper tape on machines. Keep notices on bulletin board up-to-date. Record teacher or student withdrawals of supplies and books. Take inventory of supplies and books.
Messenger and Receptionist	Inform principal or secretary of visitors. Direct school visitors. Take messages from students and answer or refer to proper officer. Make simple telephone calls to secure specific information.
Finding	Write or type memorandum of visitors or calls. Supply student program cards upon request. Obtain information concerning specific teacher assignments. Find particular papers upon request. Attach pertinent letters from file to incoming mail.

Arithmetic Skills	Count change and bills preparatory to banking. Prepare coins for banking. Make out deposit slips. Receive cash and give receipts, make change, etc. Make simple calculations, additions, percentages, etc., by machine. e.g., monthly attendance reports.
Typewriting	Prepare list of absentees from teachers' reports. Type notices for bulletin board or to individuals. Cut masters for notices or special reports. Type reports or letters from handwritten copy. Take dictation at machine. Compile and type summary reports. Address envelopes in quantity. Type short, routine letters without dictation.
Filing	Return student program cards to files. Put away coded mail. Prepare new folders, etc.

The items which you choose to list in the left-hand column will reflect the demands of your community; the right-hand column enumerates the related jobs available in a high school office. Such a list can provide a core around which your instruction can be organized so that your class work will be closely correlated with the "on-the-job" activities.

The classroom with the largest investment in machines is not necessarily the best equipped, for too many machines will tend to emphasize this kind of training, and clerical work in your community may indicate that other skills are of equal or greater importance. Since your program exists to supply the kind of workers which your community demands, your first job is to discover and evaluate these requirements. The final, and the real, test of your teaching is the success of last year's class in this year's job.

Basic Business

(Continued from page 14)

visited, the personnel involved, and the activities performed.

The teacher should be a constant guide of student observation during the visit. In spite of adequate preparation for the trip the business student may not have a proper understanding of what should be seen. It becomes the teacher's responsibility to utilize her knowledge of the place visited and her knowledge of individual pupil differences in such a way that major lessons of the trip are observed and absorbed. Proper and continuous guidance on the part of the teacher will result in more adequate learning on the part of the student.

There should be a follow-up of observations and a clinching of knowledge after the trip has been completed. Immature youngsters do not always understand what they have seen. In order to fix securely important lessons, the teacher of business subjects will provide the means of reteaching or of emphasizing those phases of the visit which are of greatest importance and which need to become a part of the students' permanent learning. This may be partially accomplished by asking for reports from the pupils, holding class discussions, seeking pupil questions, etc.

Provisions should be made for encouraging good public relations with all concerned with the trip activity. Arrangements for the trip should be made, especially if the visit is an initial one, by the teacher responsible for the journey. These arrangements sometimes involve the education of the owner or manager of the business in the values to be achieved by learning outside of the classroom. Arrangements for trips made at later dates should be made by high school business students once the visitee has been sold on the idea. Students should also be counseled about their conduct and expressed attitudes during the time they are making the visit. Appearances in public can be either helpful to the public's attitude toward the work of the business department or it can be extremely detrimental. In addition, a "thank-you" letter, indicating the names of those who have been helpful during the progress of the trip, is conducive to good public relations for the business department and its students.

Suggested Trips for High School Students Enrolled in Basic Business Subjects

The following list suggests some of the trips which may be taken by classes enrolled in basic business subjects.

Economic Geography: weather bureau, museums or private collections of soils and minerals, local mineral

deposits, telegraph office, telephone office, broadcasting company, airport, local industrial plants, power producing industries in local community, irrigation projects, source of city water supply, organized commodity markets, meat packing plants, dairies, fisheries, travel agencies, agricultural experimental stations

Business Law: state legislature, meeting of town council, courts trying civil cases dealing with contracts, state commerce commission, commercial bank, insurance company, office of Secretary of State, office of the county clerk; local business houses, noting the form of organization, kind of business, size of business, employee legal relationships; organized commodity exchanges, auctions, retail and wholesale establishments, Better Business Bureau, offices of trade associations, Federal Reserve Bank, local bank, investment bank, trust company, building and loan association, stock exchange; large scale manufacturing plant, noting conditions of work such as lighting, ventilation, safety provisions, types of work

Introduction to Business: commercial bank, telephone company, telegraph office, broadcasting company, post office, school and public library, credit department of large business concern, credit association, insurance company, filing department of large business concern, consumer cooperative, producer cooperative, building and loan association, savings bank, office of investment broker, insurance company, express and freight companies

Consumer Education: creamery station, grain elevator, stock yards, cold storage plants, retail stores, commodity exchanges, local testing agencies, local plants which have a system of grading and inspection of products, Better Business Bureau, manufacturing concerns, furniture store, household appliances company, clothing markets, individual trips to retail stores to buy a given product with a notation of constructive and pressure salesmanship, dry cleaning plant, fur storage plants, credit department of local store, credit associations, insurance company, savings bank, building and loan association, commercial bank

U. S. Office of Education

(Continued from page 24)

G. HENRY RICHERT

G. HENRY RICHERT, Program Planning Specialist, became a member of the staff of the Business Education Service November 1, 1938. Prior to entering upon his present position he was instructor in retailing and salesmanship, Rockford Senior High School, Rockford, Illinois, and Educational Director, Chas. V. Weise Company, Rockford.

Mr. Richert has had wide experience in business. For five years he was manager of the Chicago office of a nationally known firm and for six years, first salesman then salesmanager for a manufacturing concern located in Northern Illinois.

During the years that Mr. Richert was employed in Rockford, Illinois, he was an officer in various civic organizations and active in local and state teacher association work.

During the first eight years of his employment with the U. S. Office of Education Mr. Richert was regional agent for distributive education in the twelve Central States. He has been a summer school instructor in distributive occupational training courses at Columbia University, University of Minnesota, University of Wisconsin, Indiana University and other institutions. He holds a Bachelor of Education degree from Illinois State Normal University and Master of Business Education degree from Northwestern University. He is the author of *Retailing Principles and Practices*, as well as other publications in the distributive field of business education.

HAVE YOU MAILED YOUR BALLOT?

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Coming of Age

(Continued from page 22)

a typed reply and a pamphlet or two, so that he knows his request has not been overlooked. Our Educational Senior will be better equipped to handle such items in the future.

9. Now, of course, these are just possibilities. They may never materialize. On the other hand, many new phases of the work will open up as we move along. Dr. Dame's work, for instance, will include placement and professionalization—two big jobs in themselves. Then, too, aptitude tests for office executives will be along some day and play an important role in both job placement and professionalization in the office management field.

There is a part for *you* to play, also. You can assist materially with the testing program. Let's see.

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Just as Chairman W. H. Hansen, and his Joint Testing Committee, had

gained general acceptance for the testing program, the war intervened. This year he's back in action with the wholehearted support, not only of Noma, but of the United Business Education Association, as well. The outlook for this year's testing program is bright, and each day the prospects appear even better. On the theory that nothing succeeds like success, the two organizations have agreed to cut the price of the tests by half. Both UBEA and Noma are convinced that the increased number of participants will make possible this reduction without loss to the two Associations. If loss does result, it will be absorbed by the two groups share and share alike. It is understood, of course, that any profit or surplus will result in either a further reduction of the price to participants, or in improved tests.

After all, the cost of the tests is only incidental. The real value will accrue when the certificates of proficiency are accepted by office managers universally, and when instructors are

convinced that the tests represent a practical application of the most generally accepted and useable standards of proficiency for beginning office workers. Those instructors who constantly direct their teaching toward student achievement of proficiencies of learning as measured by the tests are, obviously, training students in accord with the desires of their future employers.

There is a definite relationship between the coming of Dr. J. Frank Dame and the future of the testing program. A man experienced in test preparation techniques, who is familiar with every angle of the instruction problem, who is steeped in the background of office management, and whose every effort will be devoted to the furtherance of cooperation between the two professions, will lend tremendous impetus to the whole project.

If it were possible, I'd enjoy hearing the comments of Theophilus Grew on this joint educational program, wouldn't you?

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UBEA IN ACTION

(Continued from page 20)

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IMPRESSIVE INITIATION SERVICE

The Bowling Green State University Chapter of FBLA, Bowling Green, Ohio, holds semi-annual initiation services for members. A copy of the impressive ceremony prepared for the service may be obtained from National Headquarters in Washington. The ceremony was written and directed by members of the Bowling Green Chapter for use in their own club and for the installation of new clubs in their area.

The president and sponsor are seated behind a long library table while other officers are seated at individual tables or stations. A lighted candle, symbol, and placard are placed on each table. At the first station, "Future," the symbol is a crystal ball. For the station "Business," a typewriter is the symbol. Two dolls dressed in caps and gowns for graduation day represent the station, "Leaders." An array of American flags is used for the symbol at the fourth station, "America." Candidates are ushered into the candle-lit room by a guide who presents them to each of the four stations and to the president. Following the presentation of each station and the president, the candidates are presented to the sponsor. Soft music is played when the candidates enter and leave the room. A program and social hour is planned to follow the service.

FBLA Chapters Organized Recently

Natchitoches High School, Natchitoches, Louisiana; Mason City High School, Mason City, Iowa; Kendall High School, Kendall, New York; Gladewater High School, Gladewater, Texas; Sidney High School, Sidney, Ohio; Waukesha High School, Waukesha, Wisconsin; Statesville High School, Statesville, North Carolina.

Iowa State FBLA Convention

By DAVID M. COCKRUM, FBLA Publicity Chairman
Iowa State Teachers College
Cedar Falls, Iowa

The Iowa State Teachers College local Future Business Leaders of America played host to ten Iowa high schools April 11 and 12 at a state convention which they hope to develop into an annual affair. This was the first state convention in Iowa, and much credit is due the executive board headed by its student president, Helen Davis, and to its sponsor, Miss Muriel Gaynor of the Teachers College Business Education Staff. Besides Miss Davis the board consists of seven other student members, Dorene Allard, Wilma Borden, Dave Cockrum, Stanley Baird, Loren Barker, Eleanor Main, and Darlys Diekmann. This board guided the conventionites through two days of activities designed primarily for familiarizing visiting high schools with the FBLA organization and the establishment of a chapter in their own high school.

One hundred twenty representatives including students and faculty members registered for the first general session which featured two prominent business leaders in addresses appropriate to the interests of the group. Mr. John Coverdale, Head of the Public Relations Department of the Rath Packing Company at Waterloo, Iowa, presented "Opportunities in Business for the Business Department Graduate." Mr. G. N. Peterson, Assistant Manager of the J. C. Penney Company, Waterloo, Iowa, spoke to the group on "What Business Expects from the New Employee."

Social activities filled the remainder of the day with the various groups escorted about the campus. A representative of each school was chosen to be interviewed for the regular college broadcast, Iowa Schools in the News, a regular feature of station KXEL.

The convention banquet was held in the Commons building and was followed by a short program where

FBLA initiation service at State University, Bowling Green, Ohio. Left to right: Vieve Meyers, Bertha Kovar, E. G. Knepper, Ruth Wales, Ella Ann Vaughan, and Ruth Siegel.



Mason City, a visiting school, received their FBLA charter.

The second general session took the form of a panel discussion by the executive board of the sponsoring college FBLA chapter where the activities of the FBLA were discussed in their relationship to the local, state, and national chapters. This discussion was aimed principally at giving the participating schools working information which they could utilize in starting such a chapter in their school.

An office machines exhibit was directed by Richard Simpson, and proved to be one of the most interesting meetings. Each small group witnessed at leisure the operation of the following machines by skilled college students: electric and hand mimeograph, duplicator, mimeoscope, electric typewriter, Dictaphone, Ediphone, hand and power Monroe calculators, hand and electric Burroughs calculators, adding, listing, dictating, and shaving machines.

A luncheon and a field trip through Black's Department Store in Waterloo, Iowa, where all the conventioners were taken behind the scenes of a large retailing establishment concluded the two-day meet.



Stanley Baird pins badge on delegate at first Iowa State FBLA Convention.

Among the Collegiate Chapters

State University, Bowling Green, Ohio, has 82 members. E. G. Knepper is faculty sponsor. The chapter has prepared an impressive installation ceremony and sponsors initiation service for new chapters in the area.

Iowa State Teachers College, Cedar Falls, Iowa, has 40 members. Muriel Gaynor is sponsor. The chapter visited the Rath Packing Company. Visual aids in business education have been featured at meetings. Members have given demonstrations and visited students and faculty of the State School for Blind.

Lamar College, Beaumont, Texas, has 25 members. C. D. Kirksey is sponsor. Typewriting weekly newsletters for a civic club and assisting with the stenographic and clerical work of the college are among the projects of the chapter.

Among the High School Chapters

Stonewall Jackson High School, Charleston, W. Va., has 130 members this year. Lloyd Erhard, Ralph Currey, and Edna V. Pettit are rotating sponsors. Projects selected are: typewriting contests, showing of films, clerical ability tests for business education graduates, and a party.

Bacon Academy, Colchester, Connecticut, has 15 members. Miss Elizabeth Slack is sponsor. The chapter has prepared a directory of schools in the area which offer business subjects. Training for leadership has been emphasized in the discussion meetings.

Speedway High School, Indianapolis, Indiana, has 17 members. Lawrence E. Thompson is the sponsor. This chapter presents a senior scholarship award to the pupil who attains the highest average in business subjects. Awards are also presented for typewriting and short-hand achievements. The chapter conducts field trips to business offices. A dance was sponsored in honor of the schools' athletes.

Central High School, Fountain City, Tennessee, has 22 members. Gladys Stone is the sponsor. The chapter sponsors a series of programs designed to familiarize the members with secretarial practice and requirements of local business firms.

Murray Training School, Murray, Kentucky, has 16 members. Esco Gunter is sponsor. This chapter has visited a large business office and will hold a banquet at the close of the year.

Warren Harding High School, Bridgeport, Connecticut, has 56 members. The co-sponsors are William P. Clark and Mrs. M. McPadden. The chapter operates a change booth, sells milk to students, and handles the sale of tickets for school plays and operettas.

Salem Senior High School, Salem, Oregon, has 70 members. LaRue Richards is sponsor. Members have contacted local business establishments for the purpose of receiving first-hand information concerning their problems. A carnival skit and concession was sponsored by the chapter.

Austin High School, Knoxville, Tennessee, sponsors contests in shorthand and typewriting. Bessie B. Brice is the faculty sponsor.

Susquehanna Township High School has 25 members. Ferne Zeigler is sponsor. The chapter has visited business departments in other schools, observed actual business procedure in local offices, and attended demonstrations of office equipment.

Chillicothe High School, Chillicothe, Missouri, has 31 members with helper degree. Hazel Newcomer and Mrs. Homer Israel are sponsors. Best ways of obtaining a position has been featured in chapter meetings.

Southport High School, Southport, Indiana, has 77 members. Co-sponsors are: Elwood Miller, Nelle Weaver, Margaret Janert. The chapter arranges for speakers and programs of interest to business pupils. An outstanding social event is scheduled for the close of the term.

Gettysburg High School, Gettysburg, Pennsylvania, has 22 members. The chapter's projects include financial management of all school plays.

St. Albans High School, St. Albans, West Virginia, has 28 members. Vivian B. Thomas is sponsor. The chapter has made a survey of community employment. Typewriting and duplicating for churches and civic organizations is a service rendered by the group.

Oak Hill High School, Oak Hill, West Virginia, has 21 members. Helen N. Steen is sponsor. The chapter has made a survey of local business firms to determine the types of jobs available and the training necessary for securing such positions.

Hapeville High School, Hapeville, Georgia, has 27 charter members. Catharine P. Baker and R. R. Burch

are the sponsors. Activities of the former graduates of the school is the project selected by the chapter this year.

Blairsville High School, Blairsville, Pennsylvania, has 81 members. The sponsor is Elizabeth A. Corcoran. The chapter sponsors the sale of magazine subscriptions for the purpose of making money to buy equipment.

Proviso Township High School, Maywood, Illinois, has 40 members. H. W. Welsh and Robert T. Stickler are the sponsors. Projects include demonstrations of business machines; field trips to department stores and broadcasting studios; sales training class for holiday workers; and the handling of advertising, accounting, and circulation of the school newspaper.

Future Business Leaders of America—By-Laws

(Continued from April UBEA FORUM)

ARTICLE I. DUTIES OF THE NATIONAL OFFICERS

SECTION A. The President. It shall be the duty of the President to preside over national conventions of Future Business Leaders of America and over all meetings of the National Board of Trustees. The President shall call one national convention each year on such date and at such place as shall be fixed by a majority vote of the Board of Trustees. The President shall appoint all committees and may serve as an ex-officio member of these committees.

SECTION B. Vice Presidents. It shall be the duty of the six Vice-Presidents, acting under the direction of the President, to look after the welfare of the FBLA organization in the six administrative regions of the country. In case the office of the President become vacant by resignation or otherwise, the first Vice-President shall assume his duties, followed in turn, if occasion demands, by the 2nd, 3rd, 4th, 5th, and 6th Vice-Presidents in the order named.

SECTION C. The Student Secretary. The Student Secretary shall perform the duties common to such an office, such as keeping an accurate record of the sessions of the national convention and of the meetings of the Board of Trustees, one copy of which shall be given to the Executive Secretary for the permanent files and one copy kept for his own files. He shall perform such other duties as he is directed to perform by the President.

SECTION D. The National Adviser. The National Adviser is an ex-officio member of all committees and Chairman of the National Board of Trustees. It is also his duty to advise the Board of Trustees, delegates, and committees on matters of policy and assist the national officers in conducting meetings and carrying out programs. The Adviser reviews all applications for charters in the *Future Business Leaders of America* as submitted by states to be submitted to the National Board of Trustees with his recommendations.

SECTION E. The Executive Secretary. The Executive Secretary shall act as agent of the National Board of Trustees. He shall issue charters to associations when ordered to do so by the Board and shall act as agent for the organization which shall include the keeping of records of membership and be responsible for the funds of the organization. He shall receive all reports from associations, review them, and inform the National Board of Trustees of any proceedings which appear to be in conflict with the provisions of the national constitution. He shall submit a budget of proposed expenditures to the Board of Trustees annually. He shall be in charge of arrangements for the annual national convention and may perform such other duties as directed by the National Board of Trustees.

SECTION F. The Treasurer. The Treasurer shall act as custodian of the funds of the organization; collect national dues; keep an accurate record of all receipts, bank deposits, and disbursements; and make an annual report on such matters at the national convention and such other supplementary reports as may be directed by the Board of Trustees. He shall pay out of the treasury such funds as are ordered paid by the Board of Trustees on checks countersigned by the President and the Executive Secretary. He shall furnish a complete audit to be reviewed by the Auditing Committee along with an annual bank statement signed by an officer of the bank in which the funds are kept. He shall furnish a suitable bond, the amount to be fixed by the Board of Trustees.

ARTICLE II. COMMITTEES

The President of the Future Business Leaders of America shall appoint three committees annually: the Nominating Committee; the Auditing Committee; and the Committee on Projects. Other committees may be appointed as necessary.

The Nominating Committee shall, after careful consideration of the Future Business Leaders of America personnel, place in nomination the candidates for the various national offices. The Auditing Committee shall examine the books of the Treasurer.

The Committee on Projects shall set up the annual objectives and goals of the national organization and suggest ways and means of attaining them, and shall approve of state projects.

ARTICLE III. REPORTS TO THE NATIONAL EXECUTIVE SECRETARY

Each state association shall submit the following information to the National Executive Secretary:

1. A list of the newly elected state officers immediately following each state convention.
2. A report on any changes in, or amendments to, the association constitution and by-laws immediately following each association convention.
3. A list of official delegates to the national convention at least two weeks prior to the convention.
4. An annual association report on forms furnished by the National Executive Secretary, giving such data on status, activities, and progress as may be deemed advisable and called for by the National Board of Trustees.

The FBLA fiscal year shall be August 1 to July 31.

ARTICLE IV. PROCEDURE FOR ELECTING NATIONAL OFFICERS

A Nominating Committee, consisting of two members from each of the four administrative regions and one at large, shall study and review the qualifications of all members who

are eligible for consideration for national office. This committee shall report during the national convention. Election of officers which shall be by ballot shall require a majority vote of all the delegates present.

The President and the Student Secretary shall be elected from the membership at large, but shall not be elected from the same administrative region for two successive years.

The election of Vice-Presidents shall follow a seniority cycle. The region from which the Second Vice-President comes during the current year shall be entitled to a First Vice-President the succeeding year and so on for the other regions.

ARTICLE V. PROCEDURE FOR ISSUING CHARTERS TO CHAPTERS

Each chapter shall make formal application in writing to the state-sponsoring body, if there is one, otherwise direct to the National Board of Trustees for affiliation with the Future Business Leaders of America. Such applications shall be signed by the temporary President, Secretary, and Adviser. The following materials shall accompany the application for an association charter:

1. A copy of the proposed constitution and by-laws.
2. A copy of the proposed project for the year.
3. A complete list of local members, with degrees of each.
4. A list of the chapter officers, with name, degree of membership, and address of each.
5. A remittance of \$1.00 to cover cost of charter and engraving.

Local chapters shall conduct whatever activities that are in accord with the purposes of the organization or solicit assistance from local business or service groups to secure funds for sending delegates or members to the state and national conventions.

A charter shall be granted by the National Board of Trustees upon such application, provided the proposed association constitution is not in conflict with the national constitution of the Future Business Leaders of America, such charter to be signed by the National President and by the National Executive Secretary.

The delegates at any annual national convention shall have the power to suspend association charters upon receipt of evidence of infringement on provisions of the national constitution.

Emblems and pins shall be purchased from the national office and should be ordered at the time of the charter application.

ARTICLE VI. PROCEDURE FOR DETERMINING STANDING OF CHAPTERS AND MEMBERS

A chapter of FBLA shall be considered in good standing with the national organization of Future Business Leaders of America when the following conditions are met:

1. When the charter fee has been received.

2. All reports submitted to the National Executive Secretary as requested.

3. Chapter constitution not in conflict with the national constitution in any of its provisions.

An active member shall be considered in good standing when:

1. He attends local chapter meetings with reasonable regularity.
2. He shows an interest in, and takes part in, the affairs of the chapter.
3. He pays his dues regularly.

In case any chapter is not in good standing for a period of twelve months prior to the national convention, the delegates in national convention shall have the power, upon recommendation of the National Board of Trustees, to withdraw or suspend the charter and refuse such chapter official representation at the annual national convention. When, and if, such action is taken, the chapter in question shall be denied the regular privileges enjoyed by chapters. By meeting the requirements for good standing a chapter may be reinstated at any time by action of the National Board of Trustees.

Whenever this constitution is found to be in conflict with the state law and constitutional provisions of any of the states, the Board of Trustees is empowered to make adjustments found necessary, to the end that no chapter or local member be barred by reason thereof from the enjoyment of his rights and privileges.

ARTICLE VII. COLLEGIATE CHAPTERS

Collegiate chapters of the Future Business Leaders of America may be organized in accredited institutions for training teachers of business.

Membership may include trainees preparing to teach business, former active FBLA members who are enrolled in the institution.

The general plans for collegiate chapter work shall be developed by the National Board of Trustees but may be approved, altered, and revised by the delegates assembled in national convention.

All activities of collegiate chapters of Future Business Leaders of America and members thereof shall be in harmony with the purposes, principles, and ideals of the Future Business Leaders of America Organization.

Each collegiate chapter shall submit to the state sponsor an annual report covering program of work and achievements for the current year.

Collegiate chapters shall be chartered by, and be under the authority of, Future Business Leaders of America in the states concerned.

All collegiate members are entitled to wear a pin or key of special design.

All FBLA advisers are also entitled to wear this same pin or key.



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The emblem pins of the Future Business Leaders of America for Leaders, Supervisors, and Helpers degrees are authorized for wear by members according to the degree held. They are available at the prices quoted from the National Headquarters.

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HELPER DEGREE
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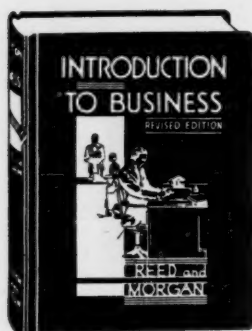
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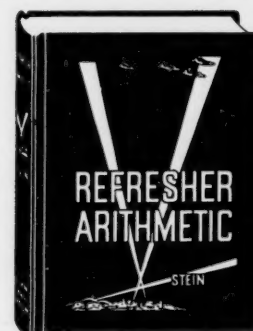
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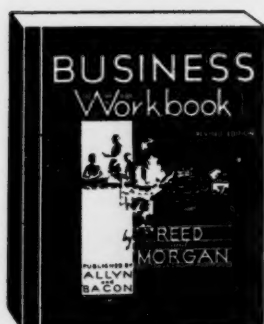
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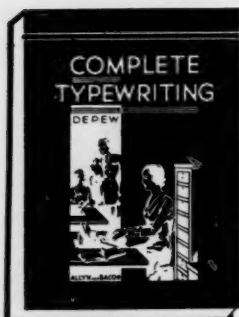
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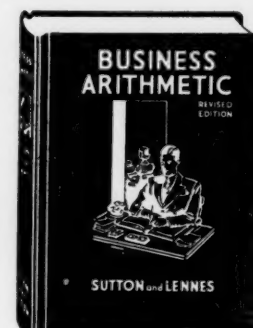
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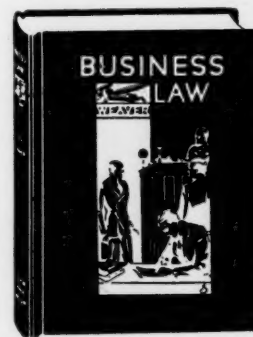
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